

A SURVEY OF PRESENT AND POTENTIAL USES OF INTERNET
RESOURCES IN TURKISH UNIVERSITIES FOR ELT PURPOSES

A THESIS PRESENTED BY

FILİZ ÇELE

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

JULY 1999

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ABSTRACT

Title: A Survey of Present and Potential Use of Internet Resources in Turkish Universities for ELT Purposes

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The Internet is a place for people all over the world to meet, communicate, and share ideas and experiences with friends or colleagues. Internet resources such as e-mail, listservs, and World Wide Web (WWW) have been used by many foreign language educators and students in order to improve foreign language learning and teaching. The Internet allows language educators and students to make use of a vast amount of authentic materials on the WWW, and to join listservs to discuss and exchange their ideas and experiences with their colleagues all over the world.

The Internet is a recent addition to Turkish Universities and the number of computers connected to the Internet in these universities is notably increasing. However, there are limited studies on how these resources are being used in these universities. The purpose of this survey study is to investigate whether the use of Internet resources such as WWW, e-mail, listservs, and Internet chat groups is a viable option in Turkish universities for ELT purposes. In order to answer this question this study focuses on the degree of familiarity and attitudes of teachers and administrators to the Internet, how the Internet is being used in Turkish universities

for instructional purposes and the most problematic technical, economic and pedagogical issues in implementing the Internet in English language courses.

This study was conducted at eleven state and six private universities which have Preparatory Schools of English. Three ELT departments of these universities were also included in this study. The subjects of this study were administrators and teachers at these universities. Ten teachers and the administrator of each department were surveyed, with a total of 156 respondents.

The data were gathered through questionnaires and analysed through both quantitative and qualitative means.

According to the results from the teachers and administrators, it was found that most of the administrators and teachers have computers and connection to the Internet in their institutions, but the use of Internet resources in English courses is low. Moreover it is found that the most problematic issue in Internet use is buying adequate numbers of computers and training teachers to guide students in using computers and the Internet. However, they think that most of the Internet resources are beneficial to English language learning and teaching, and they are most interested in using the WWW, and e-mail in their courses.

These results indicate that use of Internet resources for ELT purposes is a viable option in Turkish universities in the near future when schools are provided with enough computers and teachers are trained to use these resources in English language courses.

BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
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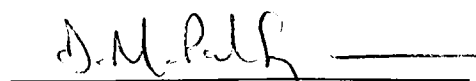
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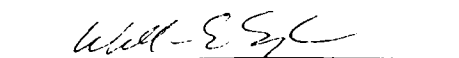
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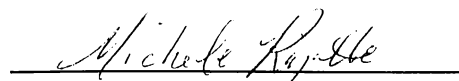
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I would like to thank the MA TEFL class for their support and friendship during the year.

To the memory of my dear cousin

Tayfun Cele

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CHAPTER I: INTRODUCTION

Introduction

The Internet, one of the important innovations of the 20st century, is a global electronic network which connects data and information and enables people throughout the world to communicate by means of computers (Lee, 1997). Recently, it has begun to be seen as indispensable by many people in schools, offices and private houses all over the world.

Lee (1997) describes the Internet as having two major tools that can be used for foreign language learning: electronic mail (e-mail) for communication and navigational tools for research on the web such as Netscape and Internet explorer. People can communicate worldwide with each other via e-mail; join online chats and have professional discussion with their colleagues; find up-to-date information, do research and publish their works on the World Wide Web (WWW); and visit libraries and universities.

Much recent ELT literature has encouraged use of the Internet since the Internet, as an educational tool, provides a learning environment in which learners can gain not only linguistic competence, but also communicative and cultural competence through self-guided navigation and personal experience. Through e-mail learners are exposed to authentic communication, and they have opportunities for using English within a meaningful context. Through its navigational tools, it provides up-to-date information and authentic texts for learners to interpret and analyse. Many language educators now have Internet access at schools and in private houses. The Internet gives them the opportunity to make use of unlimited resources

on the WWW for class material productions; to publish their work on the WWW; and to exchange ideas and experiences through discussion lists.

In Turkey, the Internet has only recently begun to be used by language educators and students. In order to gather baseline data, this study investigates present and potential use of Internet resources for ELT purposes in Turkish universities.

Background of the Study

The use of the Internet in language education is relatively new in Turkey, but in recent years, the Internet has become increasingly available at many state and private universities despite its high expense. This has been accompanied by a rapid increase in the numbers of students and teachers using the Internet in Turkish universities. Now, many Turkish universities have their own Web sites, and they use e-mail, WWW, and other Internet resources. This leads to greater possibility of Internet use for English language teaching and learning.

This study was first inspired by the idea that the Internet has the potential to promote English language learning and provide better ways to improve ELT in Turkish universities. This is especially important in Turkey since we have a number of acknowledged gaps and shortcomings in English language education, in particular, ELT delivery, opportunities for exchanging experiences and opinions among colleagues, and authentic environments for speaking with native speakers. Secondly, I was inspired by my deep interest in implementing these Internet resources into language learning and teaching in Turkish universities.

Statement of the Problem

There are some important shortcomings in EFL classes in Turkey, such as finding authentic materials and resources; creating environments where students can use daily English in a meaningful context for real purposes; meeting native speakers to communicate and update professional knowledge; exchanging opinions and experience with colleagues around the world ; and providing variety in teaching Gornleksiz (1993) state that teachers do not either contact with each other or join ELT seminars and conferences in order to update their professional knowledge.

Since there is an increase in the numbers of teachers and students having access to the Internet, Internet resources have the potential of lessening these problems in Turkey. However, there is no general survey about how and why the Internet is used in schools by teachers and students in Turkey.

There are a number of issues which require a survey to enlighten us in terms of the present and potential use of the Internet for ELT purposes before deciding whether Internet resources are a viable option for ELT in Turkey. These are the degree of familiarity of teachers, students and administrators with Internet resources; how the Internet is being used in Turkish universities for instructional purposes; teachers' and administrators' attitudes toward the Internet; and technical, economic and pedagogical concerns about the use of the Internet in Turkey for ELT purposes.

Purpose of the Study

The purpose of this study is to gain information from state and private universities about whether the use of Internet resources is a viable option in Turkish

universities for ELT purposes. To achieve this purpose, this study focuses on the following issues:

- a) degree of familiarity of administrators and teachers with Internet resources
- b) present use of Internet resources for instructional purposes
- c) beliefs and attitudes of teachers and administrators about the use of Internet resources for ELT purposes
- d) technical, economic and pedagogical concerns in implementing the Internet into EFL classes.

Significance of the Study

First of all, this survey study will provide a general idea about the present use of the Internet at private and state universities for instructional purposes in Turkey. It will be beneficial in taking the first steps to expand use of Internet resources in EFL classes in Turkish universities. It is assumed that the results of this study will help teachers to see both how much their colleagues use Internet resources and why they use them. It will also enable administrators to see the present and potential use of Internet resources in EFL classes for ELT purposes in their institutions. Both ELT teachers and administrators will get an idea about which Internet resources are thought more useful for English language teaching and learning. It is also assumed that this study will enlighten ELT teachers and administrators about problematic issues in implementing Internet resources in EFL classes in Turkish universities.

Moreover, the findings of this study will inform ELT teachers and administrators in making decisions about the use of the Internet in EFL classes, and give new ideas about possible use of it in future EFL classes such as using Internet

for intra-cultural and cross-cultural projects; joining discussion lists worldwide; establishing listservs and developing web pages.

These new ideas will hopefully support and expand the use of Internet resources in EFL classes for ELT purposes in Turkey.

Research Questions

This study addresses the following research questions:

Main Question:

Is the use of Internet resources such as e-mail, World Wide Web, chat groups and listservs a viable option for EFL classes in Turkish universities?

Sub-questions:

1. What is the degree of familiarity of English language teachers and administrators to the Internet?
2. How is the Internet being used in Turkey for instructional purposes?
3. What are the attitudes of English language teachers and administrators toward the Internet?
4. What are major concerns pertaining to the use of the Internet in Turkey for ELT purposes?
 - 4.a. What are the technical concerns ?
 4. b. What are the economic concerns?
 4. c. What are the pedagogical concerns?

Definition of Terms

Asynchronous: Communication that is not instantaneous.

Browser: A special program, such as (Netscape and Internet explorer) used for browsing through and accessing information on the WWW.

Chat Group: A group of people who make real time talk according to their interests.

E-mail: Electronic mail; messages sent person- to person- via the Internet or a local area network (LAN).

FTP: File Transfer Protocol, an application program for passing files from one computer to another.

Gopher: A menu-based system for exploring resources on the Internet.

Internet: Also called “the Net” a global telecommunications network based on satellite and ground relays. It was originally conceived of as a research tool and means to contact academics in universities, institutions and government.

Keypal: Computer pen pal.

Listserv: A term often used to refer to e-mail discussion lists in general.

MOO: Multi-user, object oriented site, similar to a conference call, where users may interact with each other in real time.

Netscape: A browser used for accessing information on the World Wide Web.

Newsgroup: A discussion group on USENET

IRC: Internet Relay Chat

simultaneously logged on their computers and messages being transferred instantaneously.

- Telnet: An application program that allows you to log on to a remote computer.
- TESLCA-L: A special branch of TESL-L devoted to computer-assisted language learning.
- TESL-L: An e-mail discussion list (Listserv) for teachers of ESL/EFL.
- Usenet: an information collection of more than 5,000 groups that exchange news and information.
- Web Site: An address on the World Wide Web, often referred to as a page or homepage.
- WWW: World Wide Web; a graphical software interface to the Internet which allows the transmission of sound, pictures, and video, as well as text, and the linking of media and text with the click of a button.

CHAPTER II: LITERATURE REVIEW

Introduction

The Internet is an interactive tool used by millions of people, and among the users of the Internet are many students and teachers from different parts of the world. Radolf (cited in Mendels,1999), a spokesmen for UNESCO in New York, states that “the Internet is part and parcel of how the world functions. Internet is a part of development now and a country can not achieve its development goals without being part of the Internet.” Turkey, as a developing country, needs to keep a close eye on use of these technological tools. To help achieve this, this study investigates present and potential use of Internet resources for English language teaching and learning in Turkish universities. This chapter will review studies on the use of computers and technology in foreign language learning and teaching in order to form a basis for this study.

The first section gives an historical review of the use of technology in education. The second section focuses on educational technology in foreign language learning in Turkey. The third section gives several empirical studies concerning the use the latest technology - the Internet - in foreign language teaching and learning.

Technology in Education

Technological developments have been adapted into education for many years in order to provide more opportunities and challenges for the teaching and learning process. “We have always had educational technology of more or less sophistication..... The first quantum leap came with a revolutionary technology for

preserving the teachers' voice in writing. Chalk was invented. In the right hands it is a powerful if somewhat dusty tool! And then came ways of breaking down to some extent the barrier set up by the classroom walls between education and the world outside: tape recorders and language laboratories for sound and an increasingly sophisticated range of graphic devices from felt and magnet boards to OHTs, film strips, films and latterly videotape. All these inventions served, in principle at least, to enhance the teaching process" (Phillips, cited in Harasim, et al, 1986, p.2-3,).

The use of technology, particularly in language education, not only enhanced the teaching process, but is connected to development and change in pedagogy. This idea is supported by Hanson-Smith (1997) who gives two examples " the popularity of audiolingual methods and the emphasis on the oral component of language coincided with the development of an affordable technology for audio-taping and likewise, trends in language teaching today, such as process oriented composition, collaborative learning, and portfolio assessment seem to dovetail effectively with the current state of technology" (p.13).

The use of computers can also be connected to development in language education. Higgins and Johns (1984) states that "Educational uses of the computer did not begin until the 1950s" (p.17). As they were very expensive, they were only used in some universities which could afford their high expense. Since the first microcomputers were brought into educational institutions language teachers have been experimenting with their use. They first tried out ready-programmed software which consisted of grammar-based drill-and practice or tutorial programs. Today the amount of software has increased and its scope has been enhanced. One of the latest

development in computer based teaching is the Internet. Next section gives a brief history of Internet use.

Historical Background of the Internet

The Internet is a new technological tool used in language education, but it was first used in 1960 in the U.S. military for the purpose of a decentralized, reliable and fast system (Warschauer, 1995). In 1969, ARPANET (Advanced Research Projects Agency Network) was developed as a U.S. government experiment in multisite packet switching, initially to link researchers with remote computer centers for sharing of hardware and software resources, such as computer disk space, processing power, databases, and computers”(LaQuey, 1993, cited in Harasim et al., 1995, p.5.). Through e-mail it became the most used services on the net.

Educational uses of computer networks began in the late 1960. E-mail was first used in the early 1970s, and began to spread more broadly within universities by the late 1970s. In the 1980s mailing lists were implemented after individual e-mailing to send mail to everyone involved in particular teams. ARPANET was followed by new networks, for example UUCP, a cooperative decentralized worldwide Unix communication unit , USENET (User's Network) for university and commercial organisation, BITNET (Because It's Time Network) and CSNET (Computer Science Network) for nation-wide networking with academics and research communities (Harasim et al, 1995).

The next step in using the Internet was computer conferencing systems. The first systems were used for course activity and delivery in the early 1980s and the

first educational uses of computer conferencing were for non credit mini-courses and executive training programs and for classroom-courses at the college level (Harisim 1995).

Spread of the Internet in Education

“The early 1990s was the time of an explosion of the use of e-mail and the other computer networking tools for a wide range of professional, academic, and personal purposes” (Warschauer, 1995, p.5).

Today, Internet resources such as electronic mail (e-mail), World Wide Web, and “live” chat lines are used by many teachers and students worldwide. Many ELT sites such as, Dave’s ESL Café, and Linguistic Funland; mailing Listservs such as TESL-L, TESLFF- L and TESLCA-L. have been created by language educators In addition, there are many resources that language teachers use such as WWW, AskERIC and, Online chat groups (IRC, and MOOs).

Harasim et al. (1995, p.8) state that “over the past two decades, three basic approaches have emerged for educational applications of computer networks:

Learning networks are used as an enhancement to traditional (face - to - face or distance) courses; as the primary teaching medium for a portion of, or an entire course; or as a forum for knowledge networking, participation in discussion groups or information exchange with peers or experts and/or access to online resources.”

Internet resources have been used for several ELT purposes at schools, such as e-mail and listservs for teacher collaboration and cooperation, and class projects; and WWW for class projects and reading and writing courses.

Using Internet resources in language education is still in the early stages in Turkey. There are only a few research studies about how these resources are integrated to language teaching and learning. Some of them will be given in the next section which describes technology in language education in Turkey.

Technology in Language Education in Turkey

In Turkey, the use of technological developments in language education has followed the same path as mentioned earlier in this chapter; that is from chalk to tape recorders, language laboratories, OHTs, film strips, and videotape. However, the pace of development has been slow compared to more developed countries because of technological and economic concerns.

The reason for using technology in Turkey is to improve foreign language learning and teaching, and to overcome the drawbacks of living in a country where English is not used outside the classroom. However, there is not much knowledge about the use of technological tools in foreign language education. A study was conducted by Gomleksiz (1993) at Firat University of foreign language teaching and concerns at tertiary level institutions. This study involved 25 language teachers and all the students in the second and third - year classes at Firat University. The purpose of this study was to investigate the present situation and problems of foreign language teaching at Firat university. The results of this study showed that most of teachers are using grammar-translation method and the most used tool is the blackboard. Karatas (1994) also conducted a study in Cukurova University about the concerns in foreign language teaching at preparatory schools of English. She found the same concerns as Gomleksiz mentioned. She states that most of the

teachers use grammar translation method in teaching language and most of the students do not participate in class. She also adds that ;language labs, TV-video and OHP are often not used in courses.

In Turkey, computers began to be used in education in the 1980s. The first attempt was made by the Ministry of Education through purchasing 1100 microcomputers for secondary schools and the first conference on the computer use was organized in 1987 in order to exchange knowledge with foreign experts (METARGEM 1991).

By the 1990s, computers were available at many Turkish universities, and access to the Internet seems to have increased. Although there are few studies about the use of Internet in language education in Turkey, it is assumed that there are many teachers and students using the Internet. Some information about Internet use is disseminated through conferences

A paper presented by Kose (1997) at an INGED-METU conference introduced the Internet and Internet resources and gave some basic information about how it can be used in English language classes. He discussed uses such as e-mail for class projects, mailing lists and useful EFL and ESL sites on the WWW.

Two conferences about CALL were recently held at Koc University in Istanbul, partly focusing on the use of the Internet in foreign language classes. The first one was in May 1998 and the second was in May 1999. The main focus in terms of Internet use was the introduction and integration of Internet resources, such as e-mail and WWW, and the benefits of the Internet for foreign language learning and teaching, and for teachers and learners.

Two recent studies presented at conferences are worth mentioning. Bowman (1998) conducted a study with 100 first-year management students at Bilkent university. Six instructors from Bilkent University and four instructors from Jersey City State College (JCSC) created a listserv for the students to discuss culture and gender by e-mail. The students at Bilkent communicated over a 10-week period with individual partners in a Women's Studies Program at Jersey City State College in Jersey City, New York, USA. The data was gathered through a questionnaire completed five times throughout the project by teachers at Bilkent and a separate questionnaire responded to by JCSC instructors at the end of the project. According to the results of this study, the teachers observed cultural development in students' writings and discussions. The students were able to encounter people, ideas, and stories from faraway places that they had never seen, and teachers had a chance to become a key part of their response to these situations.

In terms of the result of this study, Bowman says that students from Bilkent did all writing outside of class which is thought a success for an English medium university in a non- English-speaking country. This is because one of the struggles here is to find authentic language opportunities for students outside of class, where they can not only maintain but also develop the language and writing skills that they have practiced in only five hours of course contact per week.

Another study conducted by Isildar and Tyner (1999) in Isik University in Istanbul focused on supplementing a grammar/writing curriculum via the Internet. They sent writing assignments to students via e-mail. Students used WWW sites to find lyrics, and they visited Dave's ESL café to find a penpal and write letters. They

also visited a Web magazine to read short stories written by people from different countries and write their own stories to publish on that magazine. At the end of this study, the instructors state that students developed their writing skills and enjoyed using the Internet.

This brief review indicates the newness of the use of the Internet in Turkish education. The next section describes empirical studies on the use of the Internet more broadly in foreign language learning and teaching.

Research Studies of Internet Use in Foreign Language Education

The Internet is used for several ELT purposes in schools. The most widely used reasons include teacher collaboration, and student' class projects.

Teacher Collaboration

The Internet is a virtual place for language teachers who are far away from each other to meet and communicate, and to share their feelings and ideas. A study conducted in the USA and Australia by two teachers in 1997 is a good example of cross-cultural support between colleagues via the Internet (Russel, A., Cohen, L. M. 1997). Two university academics living in countries on different sides of the world noted their e-mail communications during a ten-week course taught by one of the academics. Nora, living in Oregon, U.S.A., reflected on her struggle to teach a new subject and Anne, living in Queensland, Australia, responded to Nora's introspections.

According to the findings of this study, Nora's benefits from this study were the fact of being heard, feeling support when things were difficult, getting new ideas

and alternative viewpoints and transforming the experience to one focusing on her own learning. Anne's benefits were strengthening her own understanding of data she had previously collected, as well as applying strategies to her own teaching. A non-hierarchical relation between these colleagues was observed in a short space of time during the process of journal sharing via e-mail.

The other finding of this study is about the value of e-mail over other types of media interpersonal interactions, involved two paradoxes. E-mail was rapid, yet allowed time for deep reflection, and it was spontaneous, yet permitted an accurate and permanent record, one that could be reviewed again and again. The last note of this study is that e-mail as a medium for reflective dialogue has significant potential for use in improving the teaching at university institutions.

The Internet has also a crucial role in increasing awareness of collaboration and cooperation among colleagues. Warschauer (1998) supports this idea with a semester-long ethnographic study on an ESL composition class he conducted at Miller College, a medium-sized institution of higher learning in Hawaii. He investigated the social and cultural factors which helped shape a computer-based ESL writing course in this college, such as the teacher, researcher, and students. The result of this study indicates that online technologies are used in a restrictive, teacher-centred fashion and that ethnic and language minority students may be the least likely to use computer-networking in ways that increase critical thinking and collaborative problem solving. However, "this study also suggests that educators who do have critical awareness can actively intervene - not as an outside expert, but as collaborative trainers and researchers to help introduce their awareness and thus

provide some small counterbalance to the weight of conservative institutions (Warschauer, 1998, p.3).”

Through the Internet the foreign language educational community has an opportunity to become a more integrated, cohesive group in terms of professional goals and direction. LeLooup et al. (1995) claim that “continuous contact with colleagues on the list will inevitable result in a better-informed and prepared cadre of FL practitioners that can further the objectives of foreign language education in local, regional, national, and international venues and at all educational levels” (p.7).

In addition to teacher collaboration, the Internet contributes a lot to class projects in language and enhances possibilities for foreign language learning and teaching outside class.

Student projects

Nowadays, the Internet is being used widely in places such as schools, houses, universities and offices for various purposes. Foreign language educators have recognized the power of the Internet in language learning and teaching and they have began to adapt it into their courses. This may be because of a close match between educators’ needs for better language learning and teaching and what the Internet offers.

The Internet has different kind of resources for ELT class projects . These are Electronic Mail (e-mail), World Wide Web (WWW), Electronic Discussion Lists (Listservs), Electronic Journals (EJ), UseNet groups and Chat Groups. Used well, Internet resources can promote language learning and teaching in many ways. Warschauer (p.8, 1998) states that “ the Internet is not just one way of transmitting

information. Its many special features--written interaction, time- and place-independent interaction, long-distance interaction, many-to-many interaction -- create extraordinary opportunities for new ways of communicating, new ways of knowledge.”

Frizler (1995) studied 16 non-native speakers of English living outside of English-speaking countries who were trying to improve their ability and confidence in writing. She first formed a virtual class with those students and taught an online EFL composition class over 8 weeks during the summer in 1995. She used the Internet, through e-mail, a MOO (See page 6 for definition of terms) and a home page on the WWW. She distributed introductory materials (course outline, time zone chart, list of course participants’ names and e-mail addresses) to the students via the Internet. During the course she kept a journal of observations, did interviews with students, examined students’ writings and received input from ESL/EFL instructors worldwide. At the end of this research study she found that the most important benefit of learning English online is the opportunity for using natural language.

In addition, she stated that learning via the Internet provides students with:

- opportunities leading to improvement overall writing ability,
- exposure to natural English,
- necessity to think in English,
- inter-cultural interaction,
- timely reader response,
- learning beyond the classroom,
- exposure to process writing,

- freedom of expression and opportunity to learn new vocabulary, grammar, idiomatic phrases.” (p.8)

In terms of the instructor’s perception, Frizler stated that the Internet increased motivation to write for authentic communicative purposes for real audiences, provided opportunity to learn when inspired, increased students responsibility for learning and anonymity removed cultural, racial and sexual barriers.

However, she met some limitations in online teaching, as well. These are opportunities for plagiarism (students can copy the work of others), lack of spontaneity, technical problems, feeling of isolation, need for self-motivation and self-discipline and physical reaction to overuse of the computer.

Another e-mail study was conducted by Bueno-Gonzalez in 1998 to investigate the effect of e-mail on Spanish L2 discourse. Fifty students of first and second semester Spanish at the university of South Western Louisiana were offered a chance to increase their participation grade by communications in Spanish with their instructor via-e-mail. This study found that e-mail messages gave some of the shy students who would never initiate an open exchange the opportunity to communicate in Spanish without losing face in front of the class. In addition, no class time is being consumed, a greater amount of language is used, and there is more variety of topics and language functions, a higher level of language accuracy, more similarity with oral language, more students’ initiated interactions and more personal and expressive language use. E-mail is also used for cross-cultural projects at schools in order to improve communications in foreign languages. A keypal project

between the students of two high schools in different countries, one in Israel and the other in Ohio, USA, was established by Sela (1997). Each student had a penpal. They corresponded for two years. The topics of the discussion were mostly on their different life styles. Sela claims that all students, even the unenthusiastic ones, participated in correspondence with a native-speaker and communicated with him or her in English. In this project she found that the language level used by students was very high and there was certainly authentic communication going on. Although she met some technical problems and difficulties she managed to contact students.

Another project designed to increase cultural awareness among students was conducted by Lee (1997). In this study, 124 students in intermediate Spanish used e-mail for exchanging ideas, expressing opinions and for discussing selected topics of Hispanic culture with their peers, their instructors and native speakers. WWW was used to search for resources for individual culture projects in Spanish Web sites and Listservs. Students wrote 3 essays related to Hispanic Culture, based on readings they selected from Spanish Web sites to support their projects. Their final projects contained 3 compositions in both draft and revised forms, samples of e-mail messages, supporting materials for the project, a final written report and a final oral interview.

Through this study, Lee found that most students agreed that the Internet is an effective tool for developing Hispanic cultural knowledge. Most (92.7%) of them agreed that e-mail helped them improve their writing skills. More than 80% of the students agreed that the Internet application helped them gain practical knowledge of Spanish, and they would continue using the Internet in the future. More than 50% of

them indicated that they gained research and computer technology skills through using the Internet and the process of compiling the project.

She also observed the effectiveness of e-mail communication on the cultural perspective of the students through this study. She states that more than 50% of students enjoyed using e-mail as a communication tool to contact native speakers for the purpose of help. Interviews with students after the project showed that the students were aware of the importance of cultural knowledge in second language acquisition. Students' self-reports indicated that their attitudes toward native speakers and culture were changed. She especially emphasises that this method of acquiring cultural knowledge helped students to observe, understand, compare and explore cross-cultural differences through authentic materials. Students also expressed their views that the e-mail environment was relaxed and friendly, and so reduced their anxiety. Most of the students agreed that resources from the Internet, such as WWW sites, Listservs and Gopher had great potential for cultural learning outside the classroom.

During this study Lee states that some students, however, did not feel comfortable using e-mail due to the complicated system of the Internet. Also they complained about frustration about the amount of the time and energy needed for using the Internet for their project. Lee suggested that both students and teachers needed appropriate training on how to access and apply the information from the Internet. Listservs and online chat groups are also available Internet resources which promise good opportunities for language teachers and students. A study done by Falcon in 1997 investigated benefits of listservs for learners. A group of street

children were organized to use the Internet to join an international project for children called KIDLINK, a global net of communication for children aged between 10 to 15. In this project children from all over the world are able to communicate with each other through four types of interchange: one-to-one communication, discussion forums of projects proposed by the students, discussion forums with previously planned themes by adult coordinators, and free forums of communications in IRC.

The results of this research study showed a notable benefit in the children's development of reading and writing skills because of the attractive communicative situations for the students. They gradually increased their linguistic level environment and learned a lot of information from messages.

There are a number of benefits in using on line chats for language such as synchronous communication, opportunity for interaction among students text-based thinking in the target language, negotiation of meaning, and opportunity to practice English outside of the classroom. A study conducted by Warschauer (1996) on face-to-face and electronic discussion in the second language classroom indicated that there was a tendency toward more equal participation and increased participation in computer-based discussion than in face-to-face discussion. This study also suggested that students used language which is lexically and syntactically more formal and complex in electronic discussion than they did in face-to-face discussion. However, the limitations of online chat communications are seen as lack of interactional features, such as recasting, confirmation checks, questioning and clues of body

language and intonation, and paraphrasing which are found in face-to-face interaction (Warschauer, 1996).

The last study that will be mentioned here is a general survey about the use of Internet resources among students at the Technical University of Varna in Bulgaria. This study was conducted by Gardianarova in 1997 on 30 students from the faculties of sciences and education which were frequently Internet users. Personal questionnaires and interviews were used in order to gather data. Findings of this study indicated that the most frequently used Internet resources among these students were e-mail, WWW, telnet, FTP, and IRC.

The most common reasons were found for using the Internet were curiosity, excitement, addiction and empowerment. The most important extrinsic factors were the vast amount of the information available, reduction of isolation and building a sense of global interrelation. In this study another important finding was a shift from students being passive receivers of information to their being active investigator or active information seekers where needed. They saw their teachers as facilitating rather than transmitting information and knowledge

In summary, the use of Internet resources in language learning and teaching contributes to students' development in many ways, develops authenticity, and learner autonomy in their own learning styles and strategies, and collaboration and cooperation among colleagues and students in language learning and teaching. The studies mentioned above show that Internet resources can contribute a lot to foreign language learning and teaching and increase motivation and autonomy. They are

also used for improving listening and speaking skills which seem difficult on the Net, but through advanced computer equipment this can be achieved.

Advantages and Limitations of Internet Resources

Advantages. Based on the studies mentioned in second section above, the advantages of using Internet resources in language teaching and learning can be summarised in the following way:

- increased opportunities for interaction.
- improved writing, reading, and critical thinking skills.
- increased authenticity in communication and materials.
- reduced anxiety through a relaxed and friendly environment.

Limitations. Internet use in language education has some limitations. The major ones are lack of voice and fewer of the interactional features such as confirmation checks, questioning and paraphrasing that are found in face to face interaction (Warschauer, 1996). Moreover, students always sit in front of frozen screen and write to communicate. This can cause students to be tired of writing, to overuse the computer and to feel isolation in learning. There are also technical limitations caused by the computer-based nature of the Internet such as how to set up the system, and how to access and use the network. Before they can write, students have to learn a computer language to create pages and connections to sites.

CHAPTER III: METHODOLOGY

Introduction

This study is a survey which investigates whether the use of Internet resources such as WWW, e-mail, and Listservs is a viable option for English language classes in Turkish Universities. The proposal for this study originated with the idea that the Internet as a virtual door to the world can help to meet current needs of language educators in Turkey and assist ELT delivery in Turkish universities.

The Internet is one of the fastest growing and most used tools of the technological era by people all over the world. As indicated in Chapter 2, it has recently been used for various purposes in schools and universities worldwide. Internet resources such as World Wide Web, and e-mail, electronic discussion groups seem to offer new opportunities for EFL classes, especially for those language learners and teachers in countries having little contact either with native speakers of English or with authentic materials. Turkey is one such country.

Students at preparatory schools or ELT departments in Turkish universities have few opportunities to use English in an authentic and meaningful environment, or to practice English with native speakers around the world. Moreover, they have almost limited authentic materials to use in language learning. In Turkey, as is the case elsewhere, it is very difficult to find a perfect course book that provides sufficient teaching and learning materials that relate to the students' needs, interests, and learning strategies, and at the same time, increases students' motivation through encouraging independent learning. The Internet can provide much of this.

The Internet also offers opportunities for language educators to update their

professional knowledge through daily contacts with their colleagues all over the world; to create intra-cultural and cross-cultural students' projects; and to use unlimited sources of information. Since Turkish universities have recently been connected to the Internet, these resources are now available to them.

This study investigates whether use of Internet resources in English language classes in Turkish universities is possible and is a viable option. To pursue this issue, this study focuses on teachers' and administrators' familiarity with the Internet, how Internet resources are currently being used for instructional purposes, and what technical and economic concerns arise in implementing the Internet in EFL classes. It also examines the pedagogical potential for use of Internet resources in EFL classes in Turkish universities.

Subjects

For this study, 11 state and 6 private universities were selected from among the 23 state and 12 private universities which have a Preparatory School of English. This represents 48% of state universities and 50% of private universities. In addition, the ELT departments in Middle East Technical University, Hacettepe and Anadolu universities were included in this study. The reason for selecting Preparatory Schools of English is that they offer students intensive English language courses and ELT departments is that they will provide information about use of Internet in education courses.

The following state and private universities were included in the study in order to gather nationwide data about the present and potential use of the Internet in Turkey.

Table 1.

State Universities

Code Number	Name of University	Location
1	Bogazici (Bosphorus) University	Istanbul
2	Yildiz Technical University	Istanbul
3	Middle East Technical University	Ankara
4	Hacettepe University	Ankara
5	Gazi University	Ankara
6	Cukurova University	Adana
7	Ondokuz Mayis University	Ankara
8	Karadeniz Technical University	Trabzon
9	Gaziantep University	Gaziantep
10	Anadolu University	Eskisehir
11	Ataturk University	Erzurum

Private Universities

Code Number	Name of University	Location
1	Koc University	Istanbul
2	Beykent University	Istanbul
3	Isik University	Istanbul
4	Dogus University	Istanbul
5	Baskent University	Ankara
6	Bilkent University	Ankara

Ten teachers and one administrator from each department were given the questionnaire. Teachers were randomly selected among those currently teaching English, and who may or may be not familiar with the Internet. The number of teachers working in each institution varied from approximately 30 to 200, so I decided to contact ten teachers equally from each university.

At the beginning of this study, I expected to collect eleven questionnaires from each university, that is 220 completed questionnaires. However, only 156 of them were returned, which gives 70% responses rate. These were from 138 teachers and 18 administrators.

Materials

The data for this survey was gathered through questionnaires. Two kinds of questionnaires were designed to gather data from the perspective of teachers and administrators. Each questionnaire had five sections and 19 questions.

In the first section, teachers and administrators were asked to answer six questions concerning personal background such as years of teaching experience, nationality and gender. In the second section, the computer use by teachers and administrators was investigated through four yes/no, two multiple choice, and one open-ended question. The third section dealt with the teachers' and administrators' perceptions about students' computer use. It consisted of three multiple choice and one open ended question. The fourth section investigated teachers' and administrators' opinions about the possible use of Internet resources in EFL classes and the last section focused on concerns in implementing Internet resources in EFL

classes for instructional purposes. It consisted of one rank order question and two open ended questions in addition to two multiple choice questions .

Procedure

For this survey study, a pilot questionnaire was given to 9 colleagues in the Bilkent MATEFL program, and to J.D. Brown, a visiting Professor from the University of Hawaii in order to confirm how clear and reliable the questions were. It took approximately 15 minutes for each person to answer the questions on the questionnaire. The questionnaires were then revised and distributed through mailing and on-site visits.

The questionnaire was first distributed in March and the data collection was completed in the last week of May. Three different procedures were used to distribute the questionnaires. In the first one, administrators of Preparatory Schools of English at Bogazici University, Yildiz Technical University, Dogus University, Beykent University, Isik Univesrity, and Koc University were contacted and were asked for help in distributing questionnaires to ten teachers currently teaching English in these universities. Then, ten questionnaires for teachers and one for administrators were mailed. This was the most difficult part of data collection because it took a long time to contact the departments, to send the questionnaires and to get them back.

For five universities, Anadolu University, Cukurova University, Gaziantep University, Ataturk University, and Karadeniz (Black sea) Technical University I received assistance from my colleagues in the MA TEFL program at Bilkent University, and from Gaziantep University, Ondokuz Mayis University, Karadeniz Technical University and Ataturk University. They took the questionnaires and

distributed them to the teachers and the administrators, collected them and sent them back.

In the Ankara area, the administrators of Baskent, METU, Hacettepe, Bilkent and Gazi universities were visited and asked for help in distributing the questionnaires to teachers. The questionnaires were gathered on the day arranged beforehand. The most problematic issue in collecting the data through on-site visits was the teachers' and administrators' delay in answering the questionnaire, so in fact, each university was visited many times.

At Bilkent University, the School of English Language was first contacted, but the procedure they suggested to follow in order to deliver the questionnaire was so time-consuming that my limited time did not allow it. Therefore, it was decided to contact the Bilkent Freshman program at the same university through on-site visits, and the questionnaires were distributed by the help of the administrator at this program.

Data Analysis

The data gathered through questionnaires from teachers and administrators at Schools of English Language, three ELT Departments and one Freshman Program were analysed through both quantitative and qualitative means.

Teachers' and administrators' responses to all except one rank order and the open ended questions were calculated using percentages and frequencies and the results were shown in tables and figures. For the rank order question, means were calculated and the results were shown in tables. Responses to open ended questions

were summarised and categorised. The details of the findings are presented in Chapter 4.

CHAPTER IV: DATA ANALYSIS

Overview of the Study

This survey study investigates whether the use of the Internet for purposes such as WWW, e-mail, Listservs is a viable option for EFL classes in Turkish universities. Many universities are currently connected to the Internet in Turkey and the number of institutions using the Internet is rising. Due to this increase, a study is needed to learn the potential for use of Internet resources to enhance foreign language learning and teaching in Turkish Universities.

This study focused on the potential for the use of the Internet resources in EFL classes in terms of how much English Language teachers, administrators and students were familiar with the Internet; how the Internet is being used for ELT purposes in Turkish Universities; which of the Internet resources they think are the most useful for ELT purposes; and what are the most important technical and pedagogical concerns in implementing the Internet in EFL classes in Turkish Universities.

This research study was conducted in 11 state and 6 private universities which have either an ELT department or a School of English Language. State universities include: Middle East Technical University, Hacettepe University, Bogazici (Bosphorus) University, Gazi University, Yildiz Technical University, Gaziantep University, Ataturk University, Karadeniz Technical University, Anadolu University, 19 Mayıs University, and Cukurova University. Private Universities are the following: Bilkent University, Baskent University, Isik University, Koc University, Beykent University, and Dogus University.

The subjects of this study were ten English language teachers from each ELT department or Basic School in the universities named above and the administrators of these departments. The teachers in this study were randomly chosen without focusing on their personal knowledge about the use of Internet in language learning and teaching.

The data for this survey was gathered through questionnaires. Two kinds of questionnaires designed to gather data from different perspectives were given to both the teachers and the administrators. Each questionnaire had five sections and 19 questions. The first section was about personal background of the participants. The second section dealt with their computer background. The third section focused on student computer use. The fourth section concerned beliefs and attitudes toward the use of the Internet for ELT purposes in Turkish universities and the last section dealt with the concerns related to the use of the Internet in EFL classes in these universities.

The questionnaires were administered to the universities outside Ankara through mail. Before mailing them to the universities listed above the head of each ELT department and School of English Language was called and asked for permission to conduct the survey, and for help in distributing questionnaires. At Cukurova, Gaziantep Ataturk, Anadolu and Karadeniz Technical Universities my friends distributed them. In Ankara the data was gathered through on-site visits to the universities.

Data Analysis

This is a survey study, analysed by qualitative and quantitative means. The data gathered through questionnaires for teachers and administrators at state and private universities were analysed in two parts: teacher questionnaires and administrator questionnaires.

The first part of the data analysis focused on teachers' questionnaires which were divided into five sections, and the second part dealt with administrators' questionnaires using the same process of data analysis applied to teachers' questionnaires. All questions except one rank order question and the open ended questions were analysed by means of the frequencies and percentages. General results of state and private universities were shown in tables and then they were compared with each other. However, Question 16 in the fifth section which required teachers to rank concerns from the most problematic issue to the least problematic, was analysed through finding the means. The teachers' responses to the open ended questions were summarised, categorised and discussed under general headings.

Results

The first part of this section discusses the questions of the teacher questionnaire in the order they were presented in the questionnaire (See Appendix A).

Teacher Questionnaire

Section 1. This section presents the background of the participants of this study in terms of nationality, teaching experience, and gender. Table 2 shows nationalities of the teachers at state and private universities.

Table 2.

Teachers' Nationalities

Universities	n	Nationalities			
		TC	USA	UK	Other
State total (Percent)	90	86 (96%)	0	3 (3%)	1(1%)
Private total (Percent)	48	26(54%)	13 (27%)	6 (13%)	3 (6%)
TOTAL (PERCENT)	138	112 (81%)	13 (9%)	9 (7%)	4(3%)

In Table 2, it is clearly seen that most (81%) of the teachers teaching English at state and private universities are Turkish. However, the number of teachers from other countries at private universities is much greater than those at state universities. For example, 27% of teachers at private universities are American.

Table 3 indicates teaching experience of teachers.

Table 3.

Teachers' Years of Experience

Universities	n	Years of Experience		
		1-4	5-8	8 +
State total (Percent)	90	32 (36%)	12 (13%)	46(51%)
Private total (Percent)	48	27 (56%)	7 (15%)	14(29%)
TOTAL (PERCENT)	138	59 (43%)	19 (14%)	60 (43%)

This table shows the general spread of the teachers according to their teaching experience. At state universities, half of all teachers, that is 51% of them, have been teaching English over 8 years whereas at private universities 56% of the teachers

have less than 4 years teaching experience. This indicates that teaching staff at private universities is probably younger and less experienced. Combined total of the responses shows an equal distribution of those having less than 5 or more than 8 years experience.

Table 4 presents results concerning teachers' genders at state and private universities.

Table 4.

Teacher Participants

Universities	Participants		
	n	F	M
State total (Percent)	90	66 (73%)	24 (27%)
Private total (Percent)	48	35 (% 73)	13 (27%)
TOTAL (PERCENT)	138	101 (73%)	36 (27%)

Table 4 indicates that there is large gap between the numbers of female and male teachers teaching English at the universities participating in this study. Most (73%) of the teachers at state and private universities are female. Only (27%) of the teachers at both state and private universities are male.

In Section 1, the backgrounds of teachers at private and state universities were explained. As a summary, most (96%) of the teachers at state universities are Turkish and have more than 8 years experience. However, only half (54%) of the teachers at private universities are Turkish and most have less than 5 years experience. Most (73%) of the teachers at state and private universities are female.

Section 2. This section presents how familiar teachers are with the use of computer and Internet resources. The following questions were asked to the teachers.

Q. 1. Does your school provide computers for teachers?

Q.2. Do you have a computer in your office?

Q.2. Do you have a computer in your office?

Q. 3. Do you have a computer at home?

Q. 4. Do you use the Internet?

Table 5 indicates the results of the teachers' responses to Q.1., Q. 2., Q. 3. and Q.4 which focus on teachers' computer background.

Table 5.

Computer Availability

		Q 1		Q 2		Q 3		Q 4		
		Provided		Office		Home		Internet		
Universities	n	Yes	(%)	Yes	(%)	n	Yes	(%)	Yes	(%)
State	89	53	(57)	50	(52)	90	61	(64)	63	(66)
Private	48	48	(100)	29	(60)	48	37	(77)	42	(88)
TOTAL	137	100	(73)	79	(58)	138	98	(71)	105	(76)

According to the results of the Question 1, 57% of the teachers at state universities are provided with computers and half of the teachers have computers in their offices. There is a large gap between private and state universities in this regard. Private universities provide computers for all teachers and 60% of these teachers have computers in their offices. Responses to Question 3, which investigates whether the teachers have computers in their homes, indicates that most (71%) of the teachers at both private and state universities have computers at home; and the results are similar for both types of universities. Overall, the number of teachers who have computers in their homes is greater than those who have computers in their offices.

Teachers' responses to question to 4 show that 76% of the teachers use the Internet, although the percent of the teachers using the Internet at private universities is higher than the numbers at state universities.

Table 6 below gives information about what teachers use the Internet for.

Table 6.

Personal and Academic Use / Teachers

Question 5							
Universities	n	P.I.	(%)	A.I.	(%)	B.	(%)
State	66	3	(5)	4	(6)	59	(89)
Private	47	5	(11)	1	(2)	41	(87)
TOTAL	113	8	(7)	5	(4)	100	(89)

Note. P.I= Personal Interests; A.I= Academic Interests; B= Both.

This table indicates that most (89%) of the teachers use the Internet for both personal reasons and academic reasons. The results are similar for both state and private universities.

Table 7 below shows teachers' responses to how often they use computer and Internet resources such as word processing, WWW, e-mail, and discussion lists.

Table 7.

Customary Use of Computer Resources / Teachers

		Question 6									
State Universities	n	Daily	(%)	Weekly	(%)	Monthly	(%)	Yearly	(%)	Never	(%)
Word .Prs.	69	30	(43)	20	(29)	14	(20)	5	(7)	0	(0)
E-mail	69	26	(38)	13	(19)	15	(22)	6	(9)	9	(13)
WWW	70	20	(29)	19	(27)	17	(24)	3	(4)	11	(16)
Disc.Lists	64	7	(11)	7	(11)	12	(19)	8	(13)	29	(45)
Internet C. G.	63	3	(5)	5	(8)	8	(13)	8	(13)	39	(62)
Usenet News.	62	5	(8)	12	(19)	8	(13)	3	(5)	34	(54)
Electronic J.	65	9	(14)	6	(9)	6	(25)	8	(12)	26	(40)
Private Universities											
Word .Prs.	47	30	(64)	15	(32)	1	(2)	0	(0)	1	(2)
E-mail	46	30	(65)	12	(26)	3	(7)	0	(0)	1	(2)
WWW	47	19	(40)	16	(34)	9	(19)	2	(2)	2	(4)
Disc.Lists	44	3	(7)	7	(16)	4	(9)	9	(9)	26	(59)
Internet C. G.	39	0	(0)	1	(3)	8	(21)	10	(10)	26	(67)
Usenet News G.	39	0	(0)	3	(8)	5	(13)	8	(8)	28	(71)
Electronic J.	44	2	(5)	6	(14)	6	(14)	16	(16)	19	(43)

According to the teachers' responses in Table 7, word processing is in first place as the most-regularly used Internet resource at state and private universities followed by e-mail and WWW. However, the number of teachers using these resources at private universities is larger than that at state universities. Also WWW is most weekly-used resource by the teachers at private universities. At the other extreme, most of the teachers at both state and private universities never use Internet chat groups and usenet groups.

Table 8 below, provides responses to whether teachers use computer resources for English language teaching and if so, which ones they use and in what ways.

Table 8.

Ways of Computer Use / Administrators

Question 7			
Universities	Computer Resources	Ways of Use	f
State (n: 52)	word Processing	to type exams, quizzes and prepare handouts.	4
	e-mail	to do course projects.	1
		to e-mail assignments and reading texts to students.	1
		to correspond with students.	2
		to keep in touch with teachers in other universities.	2
	WWW	to search for ELT materials.	3
		to find reading texts.	1
		to find authentic materials.	5
		to use authentic text poems and stories.	1
		To use articles on the Web as reading materials.	2
		for pre-service teacher education.	1
		To make use of ELT sites for various purposes such as downloading exercises or quizzes.	5
	discussion lists	to share opinions with colleagues, update knowledge and provide professional growth.	1
		not used	12
		not answered	26
Private (n: 31)	word processing	to type assignments, prepare syllabus, tests and handouts.	4
	e-mail	to give periodical assignments.	5
		to correspond with students.	3
		to send announcements to students.	2
	WWW	to use for some assignments.	2
		to use for research projects.	2
		to find vocabulary sites.	2
		to find materials for reading classes.	2
		to find materials for grammar courses	3
		to search ELT, EFL, and ESL sites	2
		to find authentic materials	
	discussion lists	to use suggestions given by teachers in TESL-L.	2
		to discuss current issues, questions and ideas with colleagues.	2
		not used	5
		not answered	12

Question 7 was not answered by 31% of the teachers at state universities.

From the responses given to Question 7, it can be seen that half (58%) of the teachers responded use the above computer resources for several purposes presented in Table 7 such as word processing to prepare handouts, to type questions for the exams, WWW to do research for courses and discussion lists to provide professional growth. Only (13%) of them say that they do not use the Internet in English language teaching. On the other hand, at private universities, one third (22%) of the teachers did not respond to Question 7. Most (64%) of the teachers responding to Question 7 state that they use word processing, e-mail, WWW and discussion lists for several purposes given in Table 8. A few (10%) of them state that they do not use these resources in English language teaching. All in all, however, the numbers of teachers using Internet resources for English language purposes is low.

To summarise, in Section 2, it is seen that most (73%) of teachers are provided with computers by their institutions and (71%) of them have computers at home. The number of teachers having Internet connections is 76% and they use the Internet for both personal reasons and academic reasons. The most-used resources are word processing and e-mail in terms of daily use, and UseNet news groups are the least used resource. There is a gap between teachers at state and private universities in using these resources in English language teaching. Those at private universities use them more. For those who use computers, word processing is usually used by teachers to type exams, quizzes, and to prepare handouts. E-mail is for correspondence with students and sending assignments to students. WWW is used to search for authentic materials for courses, English language teaching sites

and to download exercises and discussion lists are used for the professional growth of teachers.

Section 3. This section focuses on teachers' perception about students' computer use.

Table 9, below, gives the teacher perception about whether students use the Internet.

Table 9

Teachers' Perception of Student Use of Internet

Question 8							
Universities	n	Yes	(%)	No	(%)	I do not know	(%)
State	87	41	(47)	31	(36)	15	(17)
Private	48	44	(92)	1	(2)	3	(6)
TOTAL	135	85	(63)	32	(24)	18	(13)

This table shows that there is a very large difference between private and state universities in terms of teachers' perception of students' Internet use. Most (92%) of the teachers at private universities say that students use the Internet whereas less than half (47%) of state teachers can say that students use the Internet. According to the overall result, (63%) of all teachers state that students use the Internet.

Table 10 indicates answers to what teachers think students use the Internet for.

Table 10.

Academic and Personal Use / Students

Question 9									
Universities	n	P. I.	(%)	A. I.	(%)	Both	(%)	I.D.K.	(%)
State	50	9	(18)	4	(8)	24	(48)	13	(26)
Private	45	17	(38)	0	(0)	25	(56)	3	(7)
TOTAL	95	26	(27)	4	(4)	49	(52)	16	(17)

Note. P.I.= Personal Interests; A.I.= Academic Interests; I.D.K. I do not know.

This question asked teachers' opinions about students' Internet use.

According to the teachers' responses, at both state and private universities teachers think that students use the Internet for both personal and academic interests. There is a comparatively high percentage (26%) of those at state universities who say they do not know.

Table 11 gives information about teachers' opinions on whether students use Internet resources for English language courses in their school.

Table 11.

Use of Internet Resources for Courses

Question 10					
Universities	n	Yes	(%)	No	(%)
State	42	20	(48)	22	(52)
Private	41	26	(63)	15	(37)
TOTAL	83	46	(55)	37	(45)

In this table it can be seen that there is a fairly large gap between state and private universities regarding students' use of Internet resources for English language courses in their schools. Most (63%) of the teachers' responses at private universities show that students use Internet resources for English language courses whereas only 48% of the teachers at state universities say this is the case. However, the general results of the responses indicate that slightly more half (55%) of all teachers state that Internet resources are used for English language courses by the students.

Question 11 investigates which Internet resources are used by students in English language courses and in what ways. There is no table for Question 11 because of low numbers of responses.

The total numbers of the teachers responding to Question 11 at state universities are 18, that is 20% of all. According to most (86%) of the teachers responding to Q11, students use Internet resources for English language courses. They do research for their courses and class projects. Few (16%) of them state that

they do not know why students use Internet resources. On the other hand, at private universities, the overall numbers of the teachers answering Q11 are 23, that is 48% of all. Most (91%) responses to Question 11 show that students use Internet resources for English language courses. There are only few (9%) teachers who are not sure about whether students use Internet resources for English language classes.

The teachers state that students use Internet resources for surfing EFL sites on the Web and doing research for projects and papers. One example is Koc University where the student handbook, English Language course calendar, syllabi and elective registration are all on the WWW. Students can create Web sites as English language projects, and use e-mail for mailing assignments between teachers and students and for joining class discussion lists.

In sum, Section 3 indicates that most (92%) of the teachers at private universities think that students use the Internet. However, at state universities this is not the case. Only 47% of the teachers think that students use the Internet. At state universities the overall numbers of teachers responding to the question which investigates whether students use Internet resources for English language courses is quite low (20%). At private universities, approximately half (48%) of the teachers answered Question 11. The rate of the teachers responses which indicate that students use Internet resources for English language classes is 92%. They say that students use Internet resources to find information and materials for their projects such as e-mail and WWW for assignments and finding information and resources for their projects.

Section 4. In this section, data about teachers' beliefs and attitudes about the use of Internet resources such as e-mail, WWW, and electronic journals for English language learning and teaching is presented.

Table 12 presents teachers' opinions concerning which Internet resources might be useful for English language learning.

Teachers' Beliefs about Usefulness

Note. a = Electronic Mail d= Electronic Journals
b = World Wide Web e = Internet Chat Groups
c = Electronic Discussion Lists f = UseNet News Groups

This table indicates the results of teachers' responses at state and private universities. Most (88%) of the teachers at private universities think that World Wide Web might be most useful resource and at state universities 69% of all teachers think that WWW might be the most useful resource. They both indicate WWW as the first choice. E-mail is seen the second most useful (79%), and Internet chat groups are the third most useful (73%) resources for English language learning at private universities. The combined teachers' responses at both universities indicate that World Wide Web is thought the most useful Internet resource for ELL (75%). Electronic Journals and UseNet News chat groups seem the least useful resource according to the total teachers' responses (41%).

Table 13, below, gives information about the question which investigates which Internet resources teachers are interested in using in their schools.

Table 13.

Teachers' Projected Preferences for Using Internet Resources

Question 13													
Internet Resources													
Universities	a			b		c		d		e		f	
	n	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)
State	90	36	(40)	59	(66)	32	(36)	40	(36)	15	(17)	2	(2)
Private	48	27	(56)	37	(77)	14	(29)	16	(33)	20	(73)	8	(17)
TOTAL	138	63	(46)	96	(70)	46	(33)	52	(38)	42	(67)	10	(7)

Note . a = Electronic Mail

d = Electronic Journals

b = World Wide Web

e = Internet Chat Groups

c = Electronic Discussion Lists

f = UseNet News Groups

In this question teachers were asked to state their opinions about which Internet resources they were most interested in using in their schools. Two important results can be observed from teachers' responses. The first one is that the teachers at both state and private universities are most interested in World Wide Web (70%). The second one is that there is a important difference between teachers' responses from state and private universities concerning Internet chat groups; that is, while teachers at private universities find Internet Chat groups as the second most interesting resource to use in their institutions (73%), while the state teachers ranked it quite low (17%). An interesting finding is that teachers in general perceive UseNet News Groups as the least interesting to use (7%).

Table 14 presents teachers' responses to perceived usefulness of the above Internet resources for English language course ranked from the most useful to the least one..

Table 14.

Perceived Usefulness of Internet Resources

Question 14			
Universities	Internet Resources	Reasons	f
State (n: 72)	e-mail	For an e-mail project.	3
		to have students response to assigned readings	1
		and compositions, and to grade	1
		to improve communication skills	4
		to correspond with students	1
	WWW	to have students prepare assignment	3
		to improve skills (reading & writing)	1
		to publish on the Web	2
		to find authentic materials.	6
		to find interesting and visual materials	7
		to reach ELT, EFL and ESL sites	3
		to find effective resources, interactive lines and prompts.	2
		to improve students' skimming and scanning skills	2
		to provide variety of information	2
		to provide self tests with answers	1
		to access to an unlimited information sources	4
		for variety in students' input	2
	discussion lists	to share opinions and problems with colleagues and help each other	4
		to get or find a quick answer to our questions.	2
		to learn current issues in our field	2
		to get new information about teaching methods and techniques	3
		to improve students communication abilities	2
		to improve professional skills	2
	Internet chat group	To communicate with other people in real life situations	2
		to help students improve their conversational skills.	2
		to have an opportunity for talking with other speakers of English.	3
		to provide opportunities for students to meet many English learner from all over the world.	3
		to facilitate the use of English for speaking purposes	1
		to provide interesting access to everyday use of English	1
		to motivate students to use English daily	1
		to provide spontaneous writing	1
		Not answered	18

Overall 20% of the teachers did not answer this question at state universities. According to the responses above, they think that that e-mail might be useful for improving communication skills and for penpal projects. WWW might be good for finding authentic and interesting materials for courses; publishing on the Web; accessing unlimited information; and improving students' skimming and scanning skills. They also state that discussion lists might be useful for sharing opinions and problems with colleagues, for learning about issues, new teaching methods, and techniques. Internet chat groups are also perceived as valuable resources for the purposes of improving communication skills and providing real situations. One of the teachers said "All of them. They are all purposeful resources to motivate students to take central role in their language learning process."

Table 15.

Reasons for the Use of Internet Resources

Question 14			
Universities	Internet Resources	Reasons	f
Private (n: 37)	e-mail	a good way to share knowledge	2
		to grade assignment	2
		more efficient in process writing	2
		to develop writing skills	3
		to encourage writing more	2
		to correspond with students	3
		to enable students to participate in an authentic environment where the medium of communication is English	4
	WWW	to find interesting and authentic materials	4
		to search resource for reading and writing	4
		to choose specific titles and print photos , images or texts which take students attention	2
	Discussion lists		2
	Internet chat	to improve speaking skills	3
		to participate in an authentic environment	2
		to write simultaneously	2
		Not answered	14

Table 15 b provides teachers' responses to why they preferred the above Internet resources for English language courses at private universities.

Approximately one third (29%) of the teachers did not answer this question.

According to the above responses, it is seen that e-mail is perceived as useful for encouraging and improving writing. WWW for authentic and interesting course materials, and Internet online chat groups for improving communication skills. One of the teachers stated that "Internet resources all force students to use English in a functional, interactive, and enjoyable way. For Turkish students, this requires them to move from a passive understanding of English to an active application of it."

In this section, in sum, the most (75%) useful resource for English language learning suggested by all teachers at both state and private universities is World Wide Web followed by Internet chat groups and e-mail. The least (41%) useful resources were perceived as Electronic journals and UseNet news groups by teachers. They think that e-mail might be useful for communication skills, penpal projects and correspondence with students. World Wide Web might be good for finding authentic and interesting materials for courses; for publishing on the Web; for improving students' skimming and scanning abilities. Discussion lists (listservs) might be helpful for exchanging ideas and problems with colleagues and keeping up with current professional issues. Internet chat groups can encourage the use of English in an authentic environment and improve communication skills.

Section 5. In this section of the questionnaire teachers were asked to state their opinions about their concerns in respect to using the Internet in ELT classes. Table 15 gives information about teachers' answers to the Question 15 which investigates the most problematic issues in implementing the Internet in ELT classes.

Table 16.

Problematic Issues / Teachers

Question 15																	
Issues																	
Universities	a			b		c		d		e		f		g		h	
	n	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)
State	90	33	(37)	44	(49)	37	(41)	71	(79)	23	(26)	27	(30)	32	(36)	48	(53)
Private	48	21	(44)	29	(60)	22	(46)	17	(35)	17	(31)	15	(31)	15	(31)	30	(63)
TOTAL	138	54	(39)	73	(53)	59	(43)	105	(76)	40	(29)	42	(30)	47	(34)	78	(57)

Note. a = training students to use computers and Internet. e = lack of desire on the parts of administrators.

b = training teachers

f = lack of desire on the part of teachers

c = getting technical helps

g = lack of knowledge on the part of administrators

d = buying adequate numbers of computers

h = lack of knowledge on the part of teacher

Table 16 reflects the results of the responses in respect to teachers' opinions about problems in implementing the Internet in ELT classes. The distribution of teachers' responses at state universities is quite different from those at private universities.

Teachers at the state universities find buying adequate numbers of computers the most problematic issue (79%); in contrast, lack of knowledge on the part of teachers is found as the most problematic issue at private universities (63%). The second most important concern at state universities is the lack of knowledge on the part of teachers (53%); the third one is training teachers to use the computers (49%). At private universities, the second most important issue is training teachers to use the computers (60%) and the third is getting technical help (46%).

According to the total results of all responses at both state and private universities, concerns relating to the use of the Internet can be listed from the most problematic to the least problematic issue in the following way.

1. buying adequate numbers of computers
2. lack of knowledge on the part of teachers
3. training teachers to guide students in using computers and the Internet
4. getting technical help
5. training students to use computers and Internet.
6. lack of knowledge on the part of administrators
7. lack of desire on the part of teachers
8. lack of desire on the part of administrators.

Table 17 presents answers to Question 16 concerning teachers' rank order of the problematic issues mentioned above, from the most (1) problematic to the least (5).

Table 17.

Ranking of the Teachers' Concerns

Question 16			
Concerns	Total state	Total Private	Total Rank
	Rank	Rank	
	n = 90	n = 48	n = 138
	M	M	M
a. training students	3.53	2.45	3.15
b. training teachers	2.76	2.20	2.56
c. getting technical helps	3.05	3.14	3.06
d. buying computers	2.00	2.35	2.12
e. lack of administrators' desire	2.90	2.60	2.82
f. lack of teachers' desire	3.03	3.13	3.06
g. lack of administrators' knowledge	3.33	3.18	3.30
h. lack of teachers' knowledge	4.02	3.00	3.01

Note. 1= most problematic.....5= least problematic.

According to the responses, the most problematic issue at state universities is buying adequate numbers of computers (M=2.00), followed by training teachers to guide students in using computers and the Internet (M= 2.76) and lack of desire on the part of administrators (M= 2.90). At private universities, the most problematic

issue is training teachers to guide students in using computers and the Internet ($M=2.20$) and the second most problematic issue is buying adequate numbers of computers. Training students to use the computers and the Internet is the third most problematic issue at private universities.

There is a significant difference at some points of the teachers rank' orders between state and private universities. For example, teachers at state universities do not find training students to use the computers and the Internet ($M=3.53$) as problematic as the teachers at private universities ($M=2.4$). Lack of knowledge on the part of teachers at private universities ($M=3.00$) is seen as more problematic than it is at state universities ($M=4.02$). This may be because, as can be seen, there are more computers available for use at private universities.

The results of teachers' total rank order are slightly different from the other two rank orders. Buying adequate numbers of computers is the most problematic issue ($M=2.12$), followed by training teachers to guide students in using computers and the Internet ($M=2.20$) and lack of desire on the part of administrators ($M=2.82$). The least problematic issue is lack of knowledge on the part of administrators ($M=3.30$).

Question 15 and 16 focused on teachers' concerns about implementing the internet English language classes in Turkish universities. Overall results of these questions indicate that teachers select buying adequate numbers of computers as the most problematic issue in Internet use. They selected training teachers to guide students in using computers and the Internet as the third most problematic issue, but

ranked as second most problematic issue. Lack of desire on the part of administrators is ranked as the third most problematic issue

Table 18 indicates answers to whether teachers think that the Internet resources such as WWW, e-mail, and listservs can add enough to classroom English language learning to justify their expense.

Table 18.

Teachers' Beliefs about Computer Expense

Question 17							
Universities	n	Yes	(%)	To some extent	(%)	No	(%)
State	89	29	(33)	55	(62)	5	(5)
Private	48	16	(33)	31	(65)	1	(2)
TOTAL	137	45	(33)	86	(63)	6	(4)

In this table there is a strong similarity between teachers (at state and private universities) responses to Question 17. Two thirds of them think that only to some extent (63%) can Internet resources add enough to English language learning to justify their expense. Also, the combined total indicates teachers' agreement. Only about one third (33%) definitely believe that the Internet can justify its expense.

In sum, in Section 4, it is seen that the most problematic issues chosen by all teachers at both state and private universities in using the Internet in ELT classes were buying adequate numbers of computers, lack of knowledge on the part of teachers and training teachers to guide students in using computers and the Internet.

Their rank order concerning problematic issues supports the general results given above and also confirms that the most problematic issue in implementing the Internet in English language classes is buying adequate numbers of computers. Teachers' opinions about whether Internet resources can add enough to English language learning to justify their expense are not totally negative or positive; most (63%) teachers seem somewhat uncertain about the benefits of Internet Use.

The next section will discuss the administrators' questionnaires (see Appendix B).

Administrator Questionnaire

Section 1. This section presents answers concerning background of administrators at both state and private universities in terms of nationality, working experience as an administrator, and gender.

Table 19 gives information about nationalities of the administrators at private and state universities.

Table 19.

Administrators' Nationalities

Nationalities / Administrators					
Universities	n	TC	USA	UK	Other
State total (Percent)	12	11(92%)	0	1(8%)	0
Private total (Percent)	6	2(33%)	2(33%)	2(33%)	0
TOTAL (PERCENT)	18	13(72%)	2(11%)	3(17%)	0

As table 19 shows, there is a big difference between state universities and private universities. While at state universities most (92%) of the administrators are Turkish, at private universities there is an equal spread in terms of administrators' nationalities

Table 20 indicates the years of working experience of the administrators at private and state universities.

Table 20.

Administrators' Years of Experience

Universities	n	Years of Experience		
		1-4	5-8	8 +
State total (Percent)	90	32 (36%)	12 (13%)	46(51%)
Private total (Percent)	48	27 (56%)	7 (15%)	14(29%)
TOTAL (PERCENT)	138	59 (43%)	19 (14%)	60 (43%)

Responses to the Q 4 shows that there is a large difference between state and private universities in terms of administrators' experience. Administrators at private universities seem to have had less experience than the ones at state universities.

Table 21 gives information about administrators' genders.

Table 21.

Administrator Participants

Universities	n	Participants	
		F	M
State total (Percent)	12	7 (58%)	5 (42%)
Private total (Percent)	6	4(67%)	2 (33%)
TOTAL (PERCENT)	18	11(61%)	7 (39%)

Note. F= Female; M= Male.

The results show that most (61%) of the administrators at private and state universities are female, but that at state universities they are more equally balanced.

Section 2. This section presents answers of administrators to the following questions.

Q. 1. Does your school provide computers for teachers?

Q. 2. Do you have a computer in your office?

Q. 3. Do you have a computer at home?

Q. 4. Do you use the Internet?

Table 22 gives information concerning answers to Q1, Q2, Q3 and Q4.

Table 22.

Computer Availability

		Q. 1		Q. 2		Q. 3		Q. 4	
		Provided		Office		Home		Internet	
Universities	n	Yes	(%)	Yes	(%)	Yes	(%)	Yes	(%)
State	12	11	(92)	9	(75)	8	(67)	10	(83)
Private	6	6	(100)	5	(83)	3	(50)	6	(100)
TOTAL	18	17	(94)	14	(78)	11	(61)	16	(89)

This table summarises the results of the administrators' responses to the above questions. Most (92%) of the administrators at state and all (100 %) of those at private universities say that their institutions provide computers for teachers.

Responses to Q2 shows that most (75%) of the administrators at state universities have computers in their offices. On the other hand, at private universities, the percentages of the administrators having computers in their office (83%), is relatively higher than it is at state universities. University administrators have

computers in their offices, but it is surprising that few of them have computers at home. It is also seen that most (89%) of the administrators at both state and private universities use the Internet.

Table 23 provides information concerning purposes of Internet use by administrators.

Table 23.

Personal and Academic Use / Administrators

Question 5							
Universities	n	P.I.	(%)	A.I.	(%)	B.	(%)
State	11	1	(9)	2	(18)	8	(73)
Private	6	0	(0)	1	(17)	5	(83)
TOTAL	17	1	(6)	3	(18)	13	(76)

Note. P.I= Personal Interests; A.I= Academic Interests; B= Both.

Question 5 required administrators to state why they use the Internet. According to the results of the responses indicated in Table 23, administrators at both state and private universities mainly use the Internet for both personal and academic interests. The combined total is 76%.

Table 24 presents answers to how often administrators use computer resources such as Word Processing, World Wide Web, E-mail and Discussion lists.

Table 24.

Customary Use of Internet Resources / Administrators

Question 6											
State Universities	n	Daily	(%)	Weekly	(%)	Monthly	(%)	Yearly	(%)	Never	(%)
Word .Prs.	9	7	79	2	22	0	0	0	0	0	0
E-mail	8	5	63	1	13	2	25	0	0	0	0
WWW	8	5	63	0	0	2	25	1	13	0	0
Disc.Lists	8	1	13	2	25	2	25	1	13	2	25
Internet C. G.	8	0	0	0	0	1	13	2	25	5	63
Usenet News.	8	0	0	2	25	0	0	2	25	4	50
Electronic J.	7	1	14	1	14	2	29	3	43	0	0
Private Universities											
Word .Prs.	6	4	67	1	17	1	17	0	0	0	0
E-mail	6	5	83	1	17	0	0	0	0	0	0
WWW	6	2	33	4	67	0	0	0	0	0	0
Disc.Lists	5	1	20	1	20	1	20	2	40	0	0
Internet C. G.	6	0	0	0	0	0	0	4	67	2	33
Usenet News G.	6	0	0	0	0	1	17	1	17	4	67
Electronic J.	3	1	33	0	0	1	33	0	0	1	33

Table 24 shows the distribution of the frequencies of customary computer use among administrators. As with teachers, word processing is the most used (daily) resource at state universities. It is followed by e-mail and World Wide Web. Internet chat groups are the least used resource by administrators state universities. At private universities, the highest frequency is use of World Wide Web (weekly). There is a big gap between state and private universities. Daily use of e-mail by administrators is the second important issue indicated in the Figure 1 at private universities. Another issue is that Internet chat groups are the least used (never) by administrators at state universities, but at private universities, UseNet news groups are the least used by administrators. While all the administrators at private universities use Electronic journals in some ways, an equal distribution of responses (daily, weekly, monthly, yearly and never) is seen at state universities among numbers of administrators responding to how often they use electronic journals.

Table 25 below, indicates administrators' answers to whether they use any of Internet resources mentioned above for English language teaching, which ones and in what ways.

Table 25.

Ways of Computer Use / Administrators

Question 7			
Universities	Internet resources	Ways of Use	f
State (no: 5)	word processing	to prepare quizzes and handouts	3
	WWW	to search course materials	2
		not answered	6
Private (n: 6)	word processing	to have students to word process their papers	4
		to have students write their essay in writing class on a disk.	2
	e-mail	to mail assignment to students and get them back	1
		for an e-mail discussion lists with cross-cultural universities	2
	WWW	to provide authentic material for students' projects and for courses.	3
		To use several Web sites as course materials	2
		students find information for their assignments	3
		to use TEFL materials on the Web	1
not answered			6

This question was answered by only five administrators at state universities, two of whom stated that they do not use computer resources at all. At private universities, all administrators state that they use computer resources for English language teaching for several purposes. In the table above, it is seen that there is a big gap between state and private universities about use of Internet resources for English language teaching.

The major points in Section 2 are that most of the administrators have computers in their offices and Internet connection. They also state that schools provide computers for teachers. The reasons behind the use of the Internet are both personal and academic. The most used (daily) computer resource among all

administrators is word processing followed by e-mail and WWW. The least used resource is Internet chat groups, followed by UseNet news groups. In administrators' responses it is seen that there is a big gap between private and state universities in terms of use of Internet resources.

Section 3. This section presents information about administrators' perceptions in respect to students' Internet use and its purposes.

Table 26 gives information concerning administrators' opinions about students' Internet use at school.

Table 26.

Administrators' Perception of Student Use of Internet

Question 8							
Universities	n	Yes	(%)	No	(%)	I do not know	(%)
State	11	9	(82)	2	(18)	0	(0)
Private	6	6	(100)	0	(0)	0	(0)
TOTAL	17	15	(88)	2	(12)	0	(0)

In this table it is clearly seen that most (82%) of the administrators at state universities believe that their students use the Internet. At private universities this figure goes up to 100%.

Table 27 provides answers to what they think their students use the Internet for.

Table 27.

Personal and Academic Use / Students

Question 9									
Universities	n	P. I.	(%)	A. I.	(%)	Both	(%)	I.D.K.	(%)
State	9	0	(0)	0	(0)	9	(100)	0	(0)
Private	6	0	(0)	0	(0)	6	(100)	0	(0)
TOTAL	15	0	(0)	0	(0)	15	(0)	100	(0)

Note. P.I.= Personal Interests; A.I.= Academic Interests; I.D.K. I do not know.

This table clearly indicates that all (100%) administrators believe that students use the internet for both personal and academic interests.

Table 28 displays answers to whether they think students use Internet resources for English language courses in their schools.

Table 28

Use of Internet Resources for Courses

Question 10					
Universities	n	Yes	(%)	No	(%)
State	8	3	(38)	4	(50)
Private	6	5	(83)	1	(17)
TOTAL	14	8	(57)	5	(36)

Administrators' responses to Question 10 at state and private universities are quite different from each other as shown in this table. While 38% of all administrators at state universities think that students use the Internet for English language courses, 83% of administrators at private universities think that their students use the Internet for English language courses. According to half of the administrators at state universities, students do not use the Internet for English language courses. The combined total of all responses indicates a little more than half (57%) of the administrators think the students use the Internet for English language courses.

Questions 11. There is no table for Question table because of low number of responses. Most (84%) administrators at state universities did not answer Question 11, which leaves (16%) who stated that students use Internet resources such as e-mail and WWW to find information and do research for their assignments or research projects. At private universities, all of the administrators agree that students use the Internet in English language courses to do research on the WWW for their projects and papers. E-mail is used to send assignments between teachers and students.

In sum, Section 3 indicates administrators' perceptions in respect to students' Internet use. It is seen that most (88%) of the administrators think that students use the Internet and they agree that students use the Internet for both personal and academic interests. However, only a little more than half (57%) guess that students use the Internet for English language courses. Only 16% of the administrators at state universities say that students use Internet resources such as the WWW in language courses to find information and to do research, whereas all of the

such as to share experiences with their friends, to find information and do research on the Web.

Section 4. This section presents administrators' beliefs and attitudes about the use of Internet resources such as e-mail, WWW, and electronic journals for English language learning and teaching.

Table 29 gives information about which of Internet resources administrators find useful for English language learning (ELL).

Table 29

Administrators' Beliefs about Usefulness

Question 12													
Internet Resources													
Universities	a			b		c		d		e		f	
	n	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)
State	12	5	(42)	8	(67)	6	(50)	5	(42)	6	(50)	5	(42)
Private	6	6	(100)	6	(100)	5	(83)	5	(83)	5	(83)	5	(83)
TOTAL	18	11	(61)	14	(78)	10	(56)	11	(61)	10	(57)	10	(56)

Note. a = Electronic Mail

e = Internet Chat Groups

b = World Wide Web

d = Electronic Journals

c = Electronic Discussion Lists

f = UseNet News Groups

Table 29 indicates that all (100%) of the administrators at private universities believe that e-mail and WWW are useful resources for ELL and that the other resources such as Internet chat groups, Discussion lists and Electronic journals are very useful (83%). At state universities, on the other hand, the WWW is thought as the most (67%) useful resource, followed by electronic discussion lists (50%) and Internet chat groups (50%). This means that there is a big gap between administrators' opinions at state and private universities. According to the combined results, the WWW is considered the most useful and e-mail and electronic journals are the second most useful resources for ELL.

Table 30 shows administrators' responses to which Internet resources they would like to be most interested in using in their schools.

Table 30

Administrators' Preferences for Using Internet Resources

Question 13													
Internet Resources													
Universities	a			b		c		d		e		f	
	n	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)
State	12	5	(42)	8	(67)	2	(17)	4	(33)	3	(25)	4	(33)
Private	6	5	(83)	6	(100)	4	(67)	3	(50)	2	(33)	2	(33)
TOTAL	18	10	(56)	14	(78)	6	(33)	7	(39)	5	(28)	5	(28)

Note. a = Electronic Mail

d = Electronic Journals

b = World Wide Web

e = Internet Chat Groups

c = Electronic Discussion Lists

f = UseNet News Groups

Table 30 indicates that all of the administrators at private universities think that the WWW is most useful for ELL in their institutions. It is followed by e-mail . At state universities, the WWW is thought as most useful resource for ELL by 67% of the administrators. It is clearly seen that there is large difference between the percentages of administrators at state and private universities in terms of perceived usefulness of e-mail (42% at state and 83% at private universities) and electronic Discussion lists (17% at state and 67% at private universities) for ELL.

The combined results indicates that the WWW is the most (78%) useful resource for ELL and followed by second most (56%) important resource e-mail.

Since most of the administrators did not answer Question 14, the results are not presented on a table. Question 14 provides information about why administrators selected the above Internet resources for English language courses. Responses to this question indicates that at state universities half (50%) of the administrators think that the WWW, e-mail, and discussion lists might provide opportunities for students to read and write in English. The WWW can provide many ELT sites and unlimited information resources for material productions. According to the responses at private universities, all (100%) of administrators believe that students will be very interested in using the WWW and e-mail and one of them state that this is because it is easy to access, interactive , resource varied and fun. They think that e-mail can be used for penpal projects, and Internet chat groups provides spontaneous writing and communication for a real purpose. Listservs can update teachers' knowledge about teaching. One of the administrators states that "... because they seem to give me the greatest number of options I mean I am only limited by my students and my own

imagination in using e-mail or the WWW. We can design and implement whatever we want.” They also think that there are a lot of good EFL sites on the web aimed at students and also it is possible to make personal teaching Web page on the Web. They think that the Internet resources mentioned above increase students’ motivation for self-improvement for learning English.

The major findings in Section 4 in respect to administrators’ opinions and preferences about Internet resources for ELL are the following: the most useful resource is the WWW, followed by e-mail and also, at private universities, Electronic Discussion lists. Half (50%) of the administrators at state universities think that the WWW and e-mail might be useful for English language courses in order to find materials, to have access unlimited numbers of resources on the Web and to update professional knowledge. On the other hand, all of the administrators at private and state universities think that Internet resources mentioned above are beneficial in order to use in English language courses.

Section 5. This section first presents most problematic issues determined by administrators in implementing the Internet in ELT classes in Turkish Universities and second gives the order of these issues ranked from the most problematic (#1) to the least problematic issue (#5).

Table 31 provides information about the most problematic issues selected by administrators in terms of using the Internet for ELT classes.

Table 31

Problematic Issues / Administrators

Question 16																	
Issues																	
Universities	a			b		c		d		e		f		g		h	
	n	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)	f	(%)
State	12	1	(8)	3	(25)	4	(33)	8	(67)	0	(0)	3	(25)	1	(8)	4	(33)
Private	6	2	(33)	6	(100)	3	(50)	3	(50)	1	(17)	1	(17)	2	(33)	3	(50)
TOTAL	18	3	(17)	9	(50)	7	(39)	11	(61)	1	(6)	4	(22)	3	(17)	7	(39)

Note. a = training students

b = training teachers

c = getting technical helps

d = buying adequate numbers of computers

e = lack of desire on the part of administrators

f = lack of desire on the part of teachers.

g = lack of knowledge on the part of administrators

h = lack of knowledge on the part of teachers.

Table 31 indicates that the most problematic issue according to all (100%) administrators' responses at private universities is training teachers to guide students in using computer, but at state universities buying adequate numbers of computers are explained as the most problematic issue (67%). The second, third and fourth problematic issues are indicated equally problematic (50%). These are buying adequate numbers of computers, getting technical help, and lack of knowledge on the part of teachers.

Table 32 below, gives information about rank orders of all administrators at state and private universities in respect to the most problematic issues in Internet use.

Table 32

Ranking of the Administrators' Concerns

Concerns	State Rank	Private Rank	Total Rank
	n = 12	n = 6	n = 18
	M	M	M
a. training students	4.20	4.67	4.38
b. training teachers	2.00	1.83	1.92
c. getting technical helps	2.00	2.00	2.22
d. buying computers	1.82	1.82	1.81
e. lack of administrators' desire	5.00	1.5	2.67
f. lack of teachers' desire	2.50	3.00	2.40
g. lack of administrators' knowledge	4.50	4.00	4.10
h. lack of teachers' knowledge	2.83	4.00	3.72

Note. 1= most problematic; 5= least problematic.

This table shows administrators' rank order relating to concerns in implementing the Internet in ELT classes at Turkish universities. According to the results at state universities, buying adequate numbers of computers ($M= 1.82$) is the most problematic issue, followed by training teachers to guide students in using computers and the Internet ($M= 2.00$) and getting technical help ($M=2.00$). The fourth problematic issue is lack of desire on the part of teachers($M= 2.50$). At private universities, although the lowest mean is seen to belong the item e (lack of administrators' desire), it is because of low frequency of that item. Only one administrator selected it, so it is not actually the most problematic issue. The most problematic issue at private universities is the same as it is at state universities, buying adequate numbers of computers ($M= 1.82$). According to overall results, the most problematic issues are ranked in the following order: buying computers ($M=1.81$); training teachers ($M=1.92\%$); and getting technical help ($M=2.22$).

Question 15 and 16 focused on administrators' opinions related to concerns. The overall results of these questions are fairly similar. Both of them indicate buying enough computers as the most problematic issue, followed by training teachers and getting technical help; however, there are some differences in the results from state and private universities. In selection of the most problematic issues (Q15) training teachers is seen as the most problematic by the administrators whereas it is ranked as the second most problematic in rank order (16).

Table 33 displays the results of the answers as to whether administrators think that Internet resources such as the WWW, e-mail, and listservs can add enough to classroom English language learning to justify their expense.

Table 33

Administrators' Beliefs about the Computer Expense

Question 17							
Universities	n	Yes	(%)	To some extent	(%)	No	(%)
State	10	4	(40)	4	(40)	2	(20)
Private	6	2	(33)	4	(67)	0	(0)
TOTAL	16	6	(38)	8	(50)	2	(16)

Table 33 indicates that most (67%) of administrators at private universities are not sure about the benefits of Internet use in English language classes. It is somewhat surprising that the administrators at state universities have a higher percentage of positive responses than at private universities. At state universities administrators are equally divided between “yes” and “to some extent”. At state universities 40% of the administrators are uncertain in this regard.

Section 5 summarises the problematic issues determined by the administrators at both state and private universities. It is seen that the most problematic issue for private universities in implementing the Internet in ELT classes is training teachers to guide students in using computers and the Internet, whereas for state universities it is buying enough computers. In addition, most administrators at private and state universities believe that the Internet can add to English language learning to some extent.

The next section will present teachers and administrators expectations and comments in terms of using Internet resources in English language classes.

Expectations

Teachers' Expectations

In this section of the questionnaire teachers' expectations were investigated in respect to Internet use in English language courses and it is clearly seen that almost half (46%) of the teachers at state universities think that the Internet will be used more widely in English language classes in order to provide variety and an authentic environment for students to improve their English. Some (13%) did not answer this question. Some (15%) expect to learn how to use Internet resources and have teacher training. Half (50%) of them think that it is too early and difficult to start Internet - based teaching because of financial problems, the current situation of classes and curriculum design. A few (5%) of them think of Internet resources as supplementary resources for English language classes.

On the other hand, there are a few (4%) teachers at state universities who do not expect more spread of Internet resources in English language teaching and learning.

At private universities, teachers' expectations are fairly different. Most (61%) of the teachers expect the Internet to be used more widely. Their expectations for the future include: paperless classes, more video conferencing in every class, an increase in the numbers of labs, more teacher training, and technical service whenever needed.

Administrators' Expectations

At state universities, only three (50%) of the administrators explained their expectations. Two of them want to set up a lab for both teachers and students. One of them thinks that the Internet will be the number one medium for English language teaching. They all expect more teacher training and development in using the Internet.

At private universities, most (83%) of administrators expect greater use of the Internet. They think that it will bring a variety of resources compared to traditional resources, and enrich both learners' and teachers' environment.

Comments

Teachers' Comments

One third (32%) of the teachers at state universities have some comments about Internet use. Most (76%) of the teachers have positive beliefs about the use of the Internet in English language classes; that is, they believe that it will contribute a lot to current ways of language learning and teaching in Turkey. For example, one of them said that "the Internet is something that can bring student involvement, motivation, and participation into the classroom. It provides authentic texts, functional use of language in real life contexts. I believe it should be incorporated in to language syllabi." On the other hand, there are a few (10%) teachers who state that they do not believe in the effectiveness of the Internet in language learning and teaching and that it can not replace classroom teaching and learning totally. Some (13%) of the teachers say that financial concerns are the most important handicap in using the Internet in Turkey.

At private universities, (27%) of the teachers comment on Internet use in English language classes. All of them have positive ideas about Internet use and find beneficial for English language learning and teaching . A teacher from a private university states that “I think it could add a lot to students motivation, and cultural sensitivity to be able to actually communicate in English with other speakers around the world. It could particularly help their writing with which pre-planing about what to write) and their vocabulary building (which is always a challenge) hopefully help them to gain confidence in the other areas of their language use e.g., speaking and reading,.”

Administrators Comments

At state universities, (41%) of the administrators added some comments. One of them is that “institutions should be careful in planning before buying large numbers of computers. They should know how (e. g., to train teachers)”. Other comments are that Internet use is necessary in order to keep up with advanced nations in terms of English language teaching and that limited access to the Internet because of large numbers of students will cause limited benefits from Internet use.

At private universities, half (50%) of the administrators comment on this issue. They have positive opinions about Internet use. One of them said that “language schools may develop their own projects to make use of the Internet in both classroom and project work.” Some others add that access to the Internet provides easy use of large amount of information and the world is getting smaller and the issue of knowledge in this era is getting larger.

In chapter 5, the implications of these responses from teachers and administrators will be discussed

CHAPTER V: CONCLUSIONS

Introduction

This research study investigated the present and potential use of Internet resources in English language classes at Turkish universities. The purpose of this study was to find out whether the use of Internet resources such as e-mail, WWW, listservs and Internet chat groups is a viable option in Turkish Universities.

For this study, eleven state and six private universities located in different regions in Turkey were selected from among 34 universities which have preparatory schools of English. In addition, three ELT departments of the selected universities were included in order to evaluate Internet use in terms of education courses.

In this study, 138 teachers randomly selected and 18 administrators were surveyed through questionnaires. The questionnaires were designed to investigate teachers' and administrators' familiarity with Internet use; how Internet is being used in Turkey for instructional purposes; teachers' and administrators' attitudes toward the Internet; and major technical economic and pedagogical concerns in implementing Internet resources in Turkey for ELT purposes. In order to distribute questionnaires, three procedures were followed. In the first one, questionnaires were mailed to universities outside Ankara and distributed with the help of the administrators. In the second one, some of my colleagues offered help in distributing the questionnaire in their institutions, and in the Ankara area, they were distributed through on-site visits.

The data were analysed in two parts through both quantitative and qualitative means and shown in tables. In the first part teachers' responses and in the second

part, administrators' responses were analysed. The results of the responses at private and state universities were discussed and compared under each table .

The following section gives general results from the responses of teachers and administrators at private and state universities in Turkey.

Discussion of Findings and Conclusions

The main purpose of this study was to find out whether the use of Internet resources such as e-mail, WWW, discussion lists and Internet chat groups is a viable option in Turkey for ELT purposes. To answer this question I will first review the results given to sub-questions of this study.

Teachers' and Administrators' Familiarity with the Internet

The first sub-question was about familiarity of English language teachers and administrators to the Internet. According to the responses discussed in Chapter 4, there is a major difference between state and private universities. Only a little more than half (57%) of the teachers at state universities are provided with computers in their institutions, whereas all of the teachers at private universities received them. In terms of where their computers are, slightly more than half (58%) of the teachers have computers in their offices, but more of them have computers at home. In terms of Internet access, most (76%) of the teachers at both state and private universities have connection to the Internet and they use the Internet for both personal and academic purposes.

The results are about the same for administrators. Most (78%) of them also have computers both in their offices and homes, and the majority (89%) have a

connection to the Internet. The responses from teachers and administrators are similar in terms of computer use. They use e-mail and the WWW daily. Additionally, a majority of the administrators at state universities use electronic journals a few times a year. According to a few teachers and administrators, at private universities, e-mail is the most used daily Internet resource by most of the administrators to mail students assignments and to join discussion lists, and WWW is used to provide authentic materials and information for courses and students projects.

Use of Internet for Instructional Purposes

The second sub-question of this research study was about how Internet is being used in Turkey for instructional purposes. Although the rate of the teachers and administrators stating that they have connection to the Internet and use Internet resources is high, the numbers of the responses to whether they use any of them for English language teaching and what they use them for are low and limited. It is assumed that they might actually because of less use of Internet resources and lack of awareness about use of Internet resources in English language teaching.

According to the results of teachers' responses, there seems a large gap between state and private universities in terms of what they say about students' use of the Internet at school. At state universities, approximately half (47%) the teachers responding this question assume that students use the Internet at school and one third of the others do not know whether students use the Internet. At private universities, on the other hand, most (92%) of the teachers assume that students use the Internet at school.

Responses to whether students use the Internet for English language courses at state universities are quite low (20%). At private universities, only 48% of the teachers answered this question. Among the responses at state universities, only a few (23%) of them assume that students use the Internet for English language courses. At private universities, most of the teachers think that students use some of Internet resources such as WWW to make use of EFL sites, to do research for their class projects and courses, to e-mail assignments to teachers, and to join Internet class discussion lists.

The administrators, on the other hand have a much more positive view of student Internet use than teachers. Most (82%) of them at state universities assume that students use the Internet at school and at private universities, all (100%) of them think that students use the Internet at school. However, only one third (38%) of the administrators at state universities think that students use Internet resources for English language courses. At private universities, a majority (83%) of administrators think that students use Internet resources for English language courses.

The numbers of administrators responding to what students use Internet resources for were low (20%) and their answers were limited at state universities. Only a few of them assume that students use e-mail and WWW to find information and to do research for their class projects and papers. At private universities, on the other hand, all of the administrators assume that students use WWW to do research for their assignments and projects and e-mail to send and receive assignments from teachers and students. These responses for both teachers and administrators indicate

that they believe that students use Internet resources only as supplementary resources. It is interesting to note the difference in views between administrators and teachers concerning perceived students' Internet use, but the scope of this study does not allow for determining why they are so different or what the actual student Internet use is.

Beliefs and Attitudes

Although there is not a large use of Internet resources for ELT now, the results of teachers' responses about the usefulness of Internet resources for English language learning indicate that there is a positive belief among teachers that they are useful.

According to a majority of responses at state universities, the most useful Internet resources for English language learning are listed as WWW first, followed by Internet chat groups, electronic discussion lists, and e-mail. At private universities WWW is also thought of as the most useful Internet resource. The next most useful are seen as e-mail and Internet chat groups.

In general, teachers think that WWW can be used for various purposes such as improving reading skills; finding authentic and visual materials; publishing students writing; accessing unlimited information sources; providing ELT, EFL and ESL sites; and improving students skimming and scanning skills. E-mail can be used for students' penpal projects; sharing knowledge; grading assignments; and improving process writing. Internet chat groups can improve students communication skills; provide opportunity to access everyday use of English in real

life situations; motivate students to use English daily and provide spontaneous writing (See table 12.).

The administrators' perspectives are similar to the teachers. Almost all of Internet resources are thought beneficial for English language learning especially WWW and e-mail. Most of them also think that Internet chat groups and discussion lists would be beneficial for English language learning. These positive results indicate that most teachers and administrators have great interest in the Internet, but less awareness of how to make use of it in English language teaching and learning. They did not answer what they use Internet resources for at school since they do not actually use them in English language courses.

Concerns

In terms of concerns about implementing Internet resources, most of the teachers' responses at state universities state that the most problematic issue is buying adequate numbers of computers, followed by lack of knowledge on the part of teachers and training teachers to guide students in using computers and the Internet. On the other hand, at private universities there are fewer who state that buying computers is an important problem, but the most problematic issue is lack of knowledge on the part of teachers, followed by training teachers and getting technical help.

Administrators' responses to the most problematic issues in Internet use are similar to the teachers. Buying adequate numbers of computers is in first place and followed by teacher training and getting technical help. These results show that

teachers and administrators are aware of the fact that they need more knowledge about the use of Internet resources.

One of the important issues in regards to the viability of computer use for English language teaching is whether people think that the Internet resources can add enough to classroom English language learning to justify their expenses. At state universities, teachers are equally distributed between “yes” and “to some extent”. However, at private universities, a majority (63%) of teachers are somewhat uncertain about it. The administrators responses are about the same as the teachers. One explanation may be that even though they have access to the Internet and interest in using it, they have little knowledge about how to use it in English language teaching and learning.

Conclusion

My overarching research question for this study is whether the use of Internet resources such as WWW, e-mail, discussion lists and Internet chat groups is a viable option in Turkish universities for ELT purposes.

According to the general results, it is seen that most of the teachers and administrators are familiar with the computer and the Internet; and they have computers and connection to the Internet in their institutions. They also state that most of their students use the Internet. Moreover most of them agree that Internet resources might be useful for English language learning and teaching. However, it seems that they have some important concerns in terms of implementing the Internet in their institutions. Their most important concerns are buying adequate numbers of computers and providing adequate teacher training to guide students in using

computers and the Internet. The responses indicate that both teachers and administrators at state and private universities are not very aware of how to use the Internet in English language courses. Therefore, I conclude that the use of Internet resources in Turkish universities is a viable option, if enough computers can be provided for both students and teachers, and if teachers are provided with training about the use of computers in ELT.

Limitations of the Study

In this study, only 48% of the state universities which have Preparatory Schools of English or ELT departments and 50% of the private universities which have Preparatory Schools of English were contacted and this may not be enough of a number to represent the others.

Ten teachers from each university can not represent the total numbers of all teachers in these universities because ten is a low number for institutions which have more than 200 teachers.

The computer world changes so rapidly that some things become updated before they have become well known. It must be remembered that the information collected for this study, only represents the situation during spring of 1999. It can change drastically with new stuff, new computers, and new visions.

Implications for Further Research

Based on the findings of this study and reviewed literature, it is seen that more studies are needed to increase our knowledge about implementing the Internet in English language classes in Turkey for ELT purposes. Further studies might be made on the following issues:

- Analysis of the integration of the Internet into courses in another country or countries, and discussion of how that might apply to Turkey.

- Interviews and surveys of teachers or students in other countries using the Internet.

- Design of Internet-enhanced courses for Turkish universities.

- Investigative study of Turkish students using Internet-based learning activities (can be conducted).

Pedagogical Implications

This survey investigated Internet use in Turkish universities from teachers' and administrators' perspectives, focusing on present and potential use of these resources in ELT. It is hoped that findings of this study may inform language teachers and administrators about current use of Internet resources in their own and other universities, and present the most useful Internet resources as perceived by the teachers and administrators for English language courses. It may have raised their awareness of potential benefits of Internet use for ELT and also get an overview of the most problematic issues in implementing Internet resources in English language courses.

This study serves as base line data for disseminating knowledge about ELT and Internet use in Turkey.

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APPENDICES

Appendix A Teacher Questionnaire

February 26, 1999

Dear Colleague,

I am a student in MA TEL program at Bilkent University. In order to collect data for my research study I have prepared this questionnaire. The purpose of this questionnaire is to determine the potential for the use of the Internet in English language learning and teaching in Turkey. The questions focus on the use of internet resources such as e-mail, chat groups, and World Wide Web in English language learning. The names of the participants will be kept anonymous. Your participation will provide valuable data for the study. Thanks for your cooperation.

Filiz Cele

MA TEFL Program

Bilkent University

I. PERSONAL BACKGROUND

1. What nationality are you? _____
2. What university do you teach in? _____
3. What department ? _____
4. How long have you taught English? _____
5. How long have you been teaching in your current department? _____
6. Please check:

___Female ___Male

II. COMPUTER BACKGROUND

1. Does your school provide computers for teachers? a. Yes b. No
2. Do you have a computer in your office? a. Yes b. No
3. Do you have a computer at home? a. Yes b. No
4. Do you use the Internet? a. Yes b. No
5. Why do you use the Internet?
 - a. Personal interests b. Academic interests c. Both

If you never use computers, , please SKIP to question 8.

6. Check on the list below to indicate your customary use of the computer.

	daily	once or twice	several times	a few times	never
		a week	a month	a year	
a. Word processing	—	—	—	—	—
b. E-mail	—	—	—	—	—
c. World WideWeb	—	—	—	—	—
d. Discussion Lists	—	—	—	—	—
(e.g. TESL-L, FLTEACH-L)					
e. Internet Chat Groups	—	—	—	—	—
(e.g. IRC, MOOze)					
f. UseNet Newsgroups	—	—	—	—	—
(e.g. alt.usage.english)					
g. Electronic Journals	—	—	—	—	—
(TESL-EJ, TESLCA-L)					
h. Other (please specify)	—	—	—	—	—

7. Do you use any of the above for English Language teaching? If so, WHICH ones?

In WHAT ways?

III. STUDENT COMPUTER USE

8. Do your students use the Internet at school?

a. Yes b. No c. I do not know

(If NO, please SKIP TO the question12).

9. Why do your students use the Internet?

a. Personal interests b. Academic interests c. both d. I do not know

10. Do your students use Internet resources for English language courses in your school?

a. Yes b. No

11. If you answered YES, to the above question, please explain WHICH Internet resources are used and in WHAT ways?

IV. BELIEFS AND ATTITUDES

Below are listed six kinds of Internet resources that can be used for English language learning and teaching.

a. Electronic Mail : It is a way of sending messages from one computer to one or more computers around the world and of communicating with individuals. E-mail is used by teachers for teacher collaboration, exchanging ideas and all over the world.

students can communicate and share experiences, opinions and feelings with other students from different countries.

b. World Wide Web: It is a single integrated system that pools resources from all over the world. It has a full graphic interface not only for reading text, but also for seeing photos, listening to sound and viewing full-motion on the screen. It is based on a powerful concept called hypertext, which uses pointers to let you search for information within information within information. It is essential for the delivery of authentic materials in the form of texts, images sound recording, video clips, and even virtual reality words. The Web supports collaborative and cooperative activities such as collecting information for task-based projects and publishing to a large audience on the Web.

c. Electronic Discussion Lists : Electronic discussion groups or “lists” (LISTSERVS) use e-mail to provide a forum where people of similar interests can participate in a professional dialogue and share resources. Hundreds of lists that may be of interest to language teachers are available on the Internet such as TESL-L, and FLTEACH-L. Once you start subscribing to any listservs, all the posted messages are sent into your e-mailbox daily.

d. Electronic Journals : There are several electronic journals which target language professionals. Generally, these journals are free, are published quarterly and do not exist in paper form such as TESL-EJ, TESLCA-EJ.

e. Internet Chat groups : Internet services are formatted to allow people from all over the world to chat together at the same time. Students can make real-time electronic discussion on the Internet. For example; MOO and IRC are the most famous chat

servers where many people meet for real time, live communication among like-minded people.

f. UseNet Newsgroups: Computing services around the world subscribe to various newsgroups, and individual users use special programs to browse through the groups whenever they are interested such as alt.usage.english and alt.education.e-mail-project.

12. Of the above Internet resources WHICH ONES do you think might be useful for English language learning? Please circle the letters below.

a b c d e f

13. Which ones of the following would you be most interested in using in your English language courses. Please circle the letters below.

a. Electronic Mail b. World Wide Web c. Electronic Lists
d. Electronic Journals e. Internet chat groups f. UseNet Newsgroups g. None

14. Why did you choose the above Internet resources for your English language courses?

V. CONCERNS

15. Please check the items that seem the most problematic to you in implementing the Internet in ELT classes in Turkish Universities.

- ☐ a. training students to use computers and Internet
- ☐ b. training teachers to guide students in using computers and the Internet
- ☐ c. getting technical help for fixing computers
- ☐ d. buying adequate numbers of computers
- ☐ e. lack of desire on the part of administrators
- ☐ f. lack of desire on the part of teachers
- ☐ g. lack of knowledge on the part of administrators
- ☐ h. lack of knowledge on the part of teachers
- ☐ i. other (please specify) _____

16. Please look at the answers you checked in the above question (15) and rank order the 5 most problematic issues below in your school. Please use #1 for the most problematic and #5 for the least problematic.

- ☐ a. training students to use computers and Internet
- ☐ b. training teachers to guide students in using computers and the Internet
- ☐ c. getting technical help for fixing computers
- ☐ d. buying adequate numbers of computers
- ☐ e. lack of desire on the part of administrators
- ☐ f. lack of desire on the part of teachers
- ☐ g. lack of knowledge on the part of administrators
- ☐ h. lack of knowledge on the part of teachers
- ☐ i. other (please specify) _____

17. Do you think that the Internet resources such as WWW, e-mail, and listservs can add enough to classroom English language learning to justify their expense?

a. Yes definitely b. To some extent c. No, probably not

18. What are your future expectations for the use of Internet resources in language learning and teaching in your institution?

19. Please add any comment you may have about the use of the Internet technology for English language learning and teaching in Turkey.

Appendix B Administrator Questionnaire

February 26, 1999

Dear Administrator,

I am a student in MA TEFL program at Bilkent University. In order to collect data for my research study I have prepared this questionnaire. The purpose of this questionnaire is to determine the potential for the use of the Internet in English language learning and teaching in Turkey. The questions focus on the use of internet resources such as e-mail, chat groups, and World Wide Web in English language learning. The names of the participants will be kept anonymous. Your participation will provide valuable data for the study. Thanks for your cooperation.

Filiz Cele

MA TEFL Program

Bilkent University

I. PERSONAL BACKGROUND

1. What nationality are you? _____
2. What university do you work in? _____
3. What department ? _____
4. How long have you worked as an administrator? _____
5. How long have you been working in your current department? _____
6. Please check:
☐ Female ☐ Male

II. COMPUTER BACKGROUND

1. Does your school provide computers for teachers? a. Yes b. No
2. Do you have a computer in your office? a. Yes b. No
3. Do you have a computer at home? a. Yes b. No
4. Do you use the Internet? a. Yes b. No
5. Why do you use the Internet?
 - a. Personal interests b. Academic interests c. Both

If you never use computers, , please SKIP to question 8.

6. Check on the list below to indicate your customary use of the computer.

	daily	once or twice	several times	a few times	never
		a week	a month	a year	
a. Word processing	—	—	—	—	—
b. E-mail	—	—	—	—	—
c. World WideWeb	—	—	—	—	—
d. Discussion Lists	—	—	—	—	—
(e.g. TESL-L, FLTEACH-L)					
e. Internet Chat Groups	—	—	—	—	—
(e.g. IRC, MOOze)					
f. UseNet Newsgroups	—	—	—	—	—
(e.g. alt.usage.english)					
g. Electronic Journals	—	—	—	—	—
(TESL-EJ, TESLCA-L)					
h. Other (please specify)	—	—	—	—	—

7. Do you use any of the above for English Language teaching in your school? If so, WHICH ones? In WHAT ways?

III. STUDENT COMPUTER USE

8. Do your students use the Internet at school?

a. Yes b. No c. I do not know

(If NO, please SKIP 9,10,11).

9. Why do your students use the Internet?

a. Personal interests b. Academic interests c. both d. I do not know

10. Do your students use Internet resources for English language courses in your school?

a. Yes b. No

11. If you answered YES to the above question, please explain WHICH Internet resources are used and in WHAT ways?

IV. BELIEFS AND ATTITUDES

Below are listed six kinds of internet resources that can be used for English language learning and teaching.

a. Electronic Mail : It is a way of sending messages from one computer to one or

more computers around the world and of communicating with individuals. E-mail is used by teachers for teacher collaboration, exchanging ideas and all over the world. students can communicate and share experiences, opinions and feelings with other students from different countries.

b. World Wide Web: It is a single integrated system that pools resources from all over the world. It has a full graphic interface not only for reading text, but also for seeing photos, listening to sound and viewing full-motion on the screen. It is based on a powerful concept called hypertext , which uses pointers to let you search for information within information within information. It is essential for the delivery of authentic materials in the form of texts, images sound recording, video clips, and even virtual reality words. The Web supports collaborative and cooperative activities such as collecting information for task-based projects and publishing to a large audience on the Web.

c. Electronic Discussion Lists : Electronic discussion groups or “lists” (LISTSERVS) use e-mail to provide a forum where people of similar interests can participate in a professional dialogue and share resources. Hundreds of lists that may be of interest to language teachers are available on the Internet such as TESL-L, and FLTEACH-L. Once you start subscribing to any listservs, all the posted messages are sent into your e-mailbox daily.

d. Electronic Journals : There are several electronic journals which target language professionals. Generally, these journals are free, are published quarterly and do not exist in paper form such as TESL-EJ, TESLCA-EJ.

e. Internet Chat groups : Internet services are formatted to allow people from all over the world to chat together at the same time. Students can make real-time electronic

discussion on the Internet. For example; MOO and IRC are the most famous chat servers where many people meet for real time, live communication among like-minded people.

f. UseNet Newsgroups: Computing services around the world subscribe to various newsgroups, and individual users use special programs to browse through the groups whenever they are interested such as alt.usage.english and alt.education.e-mail-project.

12. Of the above Internet resources which do you think might be useful for English language learning? Please circle the letters below.

a b c d e f

13. Which of the following would you be most interested in using in your school?

Please circle the letters below.

a. Electronic Mail b. World Wide Web c. Electronic Lists

d. Electronic Journals e. Internet chat groups f. UseNet Newsgroups g. None

14. Why did you choose the above Internet resources for your English language courses in your school?

V. CONCERNS

15. Please check the items that seem the most problematic to you in implementing the Internet in ELT classes in your school.

- ☐ a. training students to use computers and Internet
- ☐ b. training teachers to guide students in using computers and the Internet
- ☐ c. getting technical help for fixing computers
- ☐ d. buying adequate numbers of computers
- ☐ e. lack of desire on the part of administrators
- ☐ f. lack of desire on the part of teachers
- ☐ g. lack of knowledge on the part of administrators
- ☐ h. lack of knowledge on the part of teachers
- ☐ i. other (please specify) _____

16. Please look at the answers you checked in the above question (15) and rank order the 5 most problematic issues below in your school. Please use #1 for the most problematic and #5 for the least problematic.

- ☐ a. training students to use computers and Internet
- ☐ b. training teachers to guide students in using computers and the Internet
- ☐ c. getting technical help for fixing computers
- ☐ d. buying adequate numbers of computers
- ☐ e. lack of desire on the part of administrators
- ☐ f. lack of desire on the part of teachers
- ☐ g. lack of knowledge on the part of administrators
- ☐ h. lack of knowledge on the part of teachers
- ☐ i. other (please specify) _____

17. Do you think that the Internet resources such as WWW, e-mail, and listservs can add enough to classroom English language learning to justify their expense?

a. Yes definitely b. To some extent c. No, probably not

18. What are your future expectations for the use of Internet resources in language learning and teaching in your institution?

19. Please add any comment you may have about the use of the Internet technology for English language learning and teaching in Turkey.